



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. WILLIAM'S CATHOLIC PRIMARY SCHOOL

INCE

Inspection Date 5th February 2019

Inspectors Mrs. Denise Hegarty, Mr. Barry Broderick

Unique Reference Number 106497

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

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 198

Chair of Governors Mrs. L. McArdle

Headteacher Mrs. E. Ellis

School address Ince Green Lane,
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Date of last inspection Tuesday 20th May 2014

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. William's School is a smaller than average sized Catholic primary school situated in Ince in the Wigan area of the Archdiocese. It serves the parish of St. William's, Ince.
- There are 200 children on roll of whom 107 are baptised Catholic, 40 come from other Christian denominations and 32 have no religious affiliation. There are 21 pupils from another faith or religious tradition at the school.
- There are 27 pupils in the school Nursery class.
- There are 12 teachers at the school, 9 of whom are baptised Catholic. Ten teachers teach Religious Education. Seven teachers have a suitable qualification in Religious Education and one other is currently undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection, a new Chair of Governors has been appointed.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

St. William'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.
- Pupils actively participate in, value and appreciate the Catholic Life and mission of the school in a variety of different ways. It is clear they understand the school's Mission Statement and how their motto, 'If you can DREAM it, you can achieve it' emanates from it. At interview, they spoke articulately about what the word DREAM stood for, how they lived its values out in their day to day lives and how they could aspire to great things. They are keen to be rewarded for being Mission Statement Ambassadors each half term and celebrate when their peers are chosen as such. This helps to make the mission a tangible motivation for the whole community.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. They are proud and loyal ambassadors for their school.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils is exemplary. They treat each other with dignity and respect as evident in school behaviour and incident books. In proportion to their years, they show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
- Pupils form excellent relationships with others in their key stage and come together happily and co-operatively at play times to set out and clear away equipment from their Play Pod. They love to celebrate each other's achievements at their weekly assemblies.
- Pupils wholeheartedly accept the responsibilities of living within a Catholic school community. As a result, they take a leading role in those activities which promote the Catholic Life and mission of the school both within school and the wider community. They are aware of the needs of others and seek justice for others within and beyond the school community. Despite coming from an area of high deprivation themselves, throughout the year they respond generously to causes that support those less fortunate than themselves e.g. through harvest festival donations to The Brick food-bank and CAFOD World Gifts. Funds are raised for Derian House Children's Hospice and Wigan and Leigh Hospice.
- Pupils enthusiastically embrace the demands that membership of the school community involves and willingly take on roles of responsibility in proportion to their age and capability. For example, school councillors provide the opportunity for all pupils to have their voice heard and to be involved in the wider decision making in school. This year, they are working with the whole school community and local retailers to redesign the school uniform and have decided that the colour will change from green to red to reflect the colour of the banner of St. William given to the school when the church closed.
- Pupils participate in opportunities provided by the school, such as visits and retreats. Year Five and Year Six pupils travel to Lowe House in St Helens to participate in retreats facilitated by the Animate Team. These are always well-received by pupils. During May and October, pupils choose to attend daily Rosary recital during their lunch times.

- Years Five and Six pupils benefit from the opportunity to participate in residential holidays to Lockerbie Manor Activity Centre. This experience impacts greatly on their social and moral development. They develop self-confidence and self-esteem, thoroughly enjoy their time there and make many happy memories.
- Pupils take full advantage of all the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. They actively access lunch time nurture sessions as and when they feel the need to. This enables them to share their worries and helps them to work through any issues they may have. Many extra-curricular opportunities are taken up by pupils including sports, cookery, arts and crafts and the school Confidence Club.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships within the context of a Christian understanding.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. The Faith in Action Group is well established and responsible for leading initiatives across the school. They distribute the *Wednesday Word* for pupils to take home and undertake random acts of kindness at key times in the year. Children in the older year groups provide a carol service for the local community at Christmas time.
- In caring for the environment and our common home, the school eco-councillors enthusiastically undertake activities such as litter picking, plastic recycling and travel planning.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. They value the presence of the new parish priest and appreciate all he has done for them.
- Pupils feel able to express a 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.
- St William's is clearly a Christ-centred community where all members are loved and valued.
- The school Mission Statement, *'By following Jesus' example, standing side by side, we will nurture each other to fulfil our hopes and dreams'*, clearly expresses the educational mission of the Church and underpins every aspect of the life of the school. The impact of the Mission Statement is beautifully and aesthetically depicted in numerous displays and artwork around the school. There are many other inspirational ways that the environment reflects the school's Catholic character.
- The Mission Statement was devised by the whole community and is regularly reviewed. Every half term, a different aim that emanates from the statement is explored and those children who actively show commitment to living it out are celebrated as Mission Statement Ambassadors.
- All new initiatives and school policies are evaluated in the light of the Mission Statement.
- Staff members are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer, Continuous Professional Development on Catholic Life etc.
- There is a keen sense of community at all levels, evident in the outstanding relationships and the centrality of prayer to the whole community. As one member of the support staff put it, *"We are a fully inclusive school – we are a family"*.

- Staff members promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. This was clearly apparent in all classrooms and around the school on the day of inspection. Behaviour is always managed in a very positive way that incorporates the Gospel values of love, mercy, justice, tolerance and forgiveness. Every day is considered to be a fresh start for pupils.
- The curriculum and the manner in which it is delivered, reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- The school is committed to looking after our common home and is proud to have achieved the silver award as an Eco school.
- The school offers many opportunities for the spiritual and moral development of pupils. These include Multicultural and Anti-racist weeks, visits from the emergency services and nurture time.
- Many experiences are provided for pupils' holistic development through a variety of before and after school clubs. These include 'Wake up and Shake up', reading and homework clubs, gardening club and a range of sports clubs.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. Many opportunities are provided to support them such as Confidence Club, lunchtime nurture sessions and specific times in the curriculum. As required, the school signposts parents and carers to outside agencies such as Child and Adolescent Mental Health Services, Speech and Language therapists etc.
- The school also has a high regard for the pastoral needs of staff and members' needs are understood and catered for. Staff well-being, meditation and mindfulness sessions have been provided.
- The parish priest is highly effective in supporting and promoting the Catholic Life of the school. He is a welcome and frequent visitor.
- The school supports the parish sacramental preparation programme, '*With You Always*' outstandingly as it leads and facilitates the sessions in school.
- Topic afternoons and Stay and Play sessions have been adopted by leaders to engage parents and carers in the life of the school. On such occasions, pupils share their work and teachers explain the curriculum.
- Links with the local High School are very good. As part of their transition there, all Year Six pupils attend Mass there with those from other Catholic feeder schools. Parents and carers are invited and members of staff are present to support their pupils.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned and well taught within a moral framework that respects the dignity of all to reflect Catholic teachings and principles. Following staff and governor training and consultation with parents and carers, the *Journey in Love* programme is now used across the school to support Relationships and Sex Education.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors are fully committed to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility. The wonderful displays and prayer spaces around the school help to create a tranquil ambience which exudes the school's Catholicity and ethos in a tangible way.
- A warm welcome is given to parents, governors, clergy and visitors alike.

- The provision for the Catholic Life of the school is a key priority for leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement. All monitoring activities are carefully analysed and feed into the overall school development plan.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs regularly and is highly effective. Governors and leaders encourage and support staff members in completing the *Catholic Certificate in Religious Studies*. As a result, staff understanding of the school's mission is excellent. Staff members are very involved in shaping and supporting it. The school has close links with the *Wigan Catholic Primary School Direct* and supports students and accesses training from there.
- The school has great strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. Newsletters, the school website and *Twitter* are all used very effectively to engage and inform families. As a result, parents and carers have an excellent understanding of the school's mission and are very 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 emphasises Catholic Life as a school improvement priority. Governors are passionate about and make an outstanding contribution to the Catholic Life of the school. They are totally dedicated to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. They undertake regular training to keep abreast of new developments etc.
- The school has forged closer links with the parish since the last inspection and this has meant a great improvement in communications between the two. Events are advertised in both newsletters and promoted on their websites.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their limited starting points, make very good progress across the school.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are aware of the demands of religious commitment in everyday life.
- Monitoring, pupil interviews and observations on the day of inspection all indicate that pupils remain actively engaged in lessons and are committed to improving their knowledge, understanding and skills in order to further develop as competent learners. They work extremely well collaboratively and independently as directed. They confidently and incisively share their personal views, opinions and experiences with others.
- Pupils concentrate well, have an understanding of how they are doing, know what they need to do to improve and can clearly articulate how they have made progress.

- They approach their lessons with keen interest and enthusiasm. They enjoy challenging activities and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils thoroughly enjoy Religious Education and any disruptions in lessons are unusual. At interview, one Year 2 pupil informed the inspector, *“This may be a quiet school, but we work hard.”* Another said, *“Religious Education is fun because we learn new things every day.”* A Year Six pupil commented, *“Teachers make it enjoyable so we don’t think we are learning, but we actually are.”*
- Pupils’ attainment, as indicated by formal and teacher assessment is very good. Pupils achieve at least average attainment using Archdiocesan guidance. A significant number often exceed this. This has been sustained for a sizeable period of time and is an improving trend.
- The quality of pupils’ current work, both in class and in written work is outstanding in most classes. They take great pride in their work and enjoy sharing what they have learned.
- Their attitude to the subject is very positive and most look forward eagerly to their lessons.
- They enthusiastically learn about other faiths and religions and have enjoyed exploring about the values and beliefs of Judaism, Hinduism, Sikhism and Islam.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Most teachers consistently plan lessons linked to pupils’ current assessment so that pupils learn well. As a result of this, teaching is consistently very good to outstanding. It is essential, however, that the whole of the topic is planned before starting so the outcome is evident and the focus of all lessons appropriately directed.
- The learning environment created in all classes and around the school is peaceful, calm and purposeful.
- Teachers are confident in their subject expertise and have an excellent understanding of how pupils learn. As a consequence, pupils apply themselves well and make very good progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work to make lessons stimulating and creative. Consequently, pupils are motivated and concentrate very well in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their excellent progress and increases their confidence in making further improvements. Most teachers also evaluate their own plans very effectively to ensure they are giving pupils the best learning experiences.
- Most teachers manage time exceptionally well to secure learning in lessons and across sequences of lessons.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including Information and Communication Technology are used very effectively to optimise learning for pupils. Additional adults in the classroom work exceptionally well with the teachers to support and challenge the pupils.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively.
- High quality feedback leads to the engagement, interest, achievement and progress of pupils. Pupils are always given the opportunity to respond, which improves their understanding of what they need to do to improve.
- Parents and carers are kept informed about their children’s progress and what they are learning in Religious Education through *Ping App* and *Twitter*. Each term, *Come and See* letters are posted on the school website alongside information pertaining to the subject. They receive an annual, informative, written report on achievement and progress throughout the year.

- The parish priest has visited school to support learning and has proved to be a real asset. He is an excellent role model for pupils who thoroughly enjoy his visits.
- A variety of other visitors support the curriculum including those of another faith or religion. This has enabled the children to develop empathy for the traditions, religions and cultures of others.
- Achievement and effort are often celebrated leading to high levels of motivation from all pupils.

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 the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is has full parity with other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are implemented.
- The subject is rigorously and regularly monitored by the subject leader and through supportive coaching sessions undertaken in triads. Governors have also undertaken learning walks and scrutiny of work. The Archdiocesan monitoring pack is used very effectively to ensure all aspects of the subject are monitored in a strategic way. Personal feedback is given to staff members with clear guidance for any necessary improvement.
- Continuing professional development opportunities are provided in the subject especially through *Wigan Catholic Primary School Direct*.
- Leaders' and governors' self-evaluation of Religious Education is an accurate, coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least very good outcomes in Religious Education.
- Work is moderated in school and standardised with senior leaders and in the local cluster group. Useful data is collected and pupils' progress is tracked over time. The draft *Standards of Attainment* have been considered and should now be fully implemented within the given timescale.
- The curriculum leader for Religious Education, who is also the Headteacher, has a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at consistently very good to outstanding.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.
- There is a link governor for Religious Education who supports the subject leader in her role. They meet regularly to evaluate and improve provision for the subject. He is kept well-informed of development and initiatives.

COLLECTIVE WORSHIP

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

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with great reverence and are keen to participate in Collective Worship. They sing joyfully, reflect purposefully in prayerful silence and join in community prayer appropriately and with confidence.
- Pupils gather respectfully, listen attentively to the Word of God, respond wholeheartedly in prayer and reflection and go forth enthusiastically to live out the message they have heard.
- In an age appropriate manner, pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. They are thoughtful in their planning and are developing a firm foundation for liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- Throughout the school, pupils enjoy planning worship and selecting liturgical colours and suitable artefacts to support the chosen scripture passage and to provide a focus for worship.
- They use a variety of approaches to prayer which includes liturgical music and other forms of prayer both traditional and contemporary.
- Pupils value and participate voluntarily in liturgy and prayer when opportunities arise. They often choose, for example, to pray the Rosary together at lunch times in May and October.
- They are keen to participate in services, liturgies and school Masses and enjoy sharing such experiences with their families especially during 'Stay and Pray' weeks.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background.
- They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which pupils of all faiths participate fully in the prayer life of the school.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together, in a variety of forms, is at the heart of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect an excellent understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging and all members of the community speak positively about these opportunities.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have positive, enriching experiences of the Church's liturgical life. They provide great role models for their pupils.
- Staff members are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an excellent understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer. Pupils are encouraged to lead aspects of Collective Worship from the moment they first start school.
- There are a variety of beautiful devotional areas around the school that provide opportunities for personal prayer and reflection.

- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is good. Engagement has been increased in recent times following the introduction of 'Stay and Pray' weeks. Parents, carers, governors and the wider community are invited to celebrations such as Penitential services, Giving of Ashes and Carol Services. School Masses are celebrated at key times in the school and Liturgical Year.
- The *Wednesday Word* is provided to enable pupils to share the message of the Gospel with families at home.
- Since the closure of St. William's Church, there have been few opportunities to visit a Church as the closest is now some distance away. The school and parish have agreed to work together to provide transport for pupils to attend Mass in Church on future occasions.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders provide excellent policies and guidelines to support staff members in their planning and delivery of quality Collective Worship.
- They have an excellent understanding of the Church's liturgical year, seasons and feasts.
- They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. Newly qualified teachers observe Collective Worship sessions in other year groups and key stages as part of their induction process.
- They provide high quality resources to enhance worship opportunities.
- The Collective Worship Co-ordinator regularly meets with the parish priest to plan key opportunities for worship throughout the year. She monitors Collective Worship sessions across the school, supports all teachers in their delivery and provides advice following monitoring. She also models outstanding Collective Worship to staff and student teachers.
- The link governor has attended class Collective Worship and 'Stay and Pray' sessions. All governors are encouraged to attend Acts of Worship throughout the year. Their observations of the children's skills and the quality of provision are shared during governors' meetings.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Raise the standards in Religious Education, Catholic Life and Collective Worship further by:
 - continuing to address the areas identified on the Self Evaluation Document.
- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - ensuring teachers further develop and reiterate the language of the standard descriptors into their day to day repertoire;
 - consistently assessing pupils' work accurately across the school;
 - implementing and maintaining whole class 'Respond' portfolios instead of individual booklets in workbooks.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to develop a curriculum map for Relationships and Sex Education;
 - embedding the *Journey in Love* programme into lessons to support Relationships and Sex Education and keep samples of work to show progress across the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

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

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
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