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CANON LAW 806
FINAL INSPECTION REPORT
INCORPORATING
SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST WALBURGA'S CATHOLIC PRIMARY SCHOOL, A VOLUNTARY ACADEMY

School URN	142947
Date of Inspection and OE grade	25th-26th May 2017 OE Grade- Grade1 Outstanding
E-mail address	liz.snelling@stwalburgas.co.uk
Chair of Governors	Mrs Sarah Martin
Headteacher	Mrs Elizabeth Snelling
RE Subject Leader	Mrs Elizabeth Snelling/ Mrs Elizabeth Lickley
Date and grade of last S48 inspection	18-19th June 2012 Outstanding
Section 48 Inspector/s	Wendy Walsh / Diane Todd

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education. **1**

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS **1**

THE PROVISION FOR CATHOLIC EDUCATION **2**

LEADERS AND MANAGERS **1**

Summary of key findings:

This is an outstanding Catholic school.

- Pupils' contribution to the Catholic Life of St Walburga's is outstanding and they benefit greatly from all that is on offer.
- High quality Collective Worship (CW) is central to the life of the school and is a prayerful, relevant experience for all.
- The quality of pupils' singing is of an exceptional standard and enhances CW.
- Teaching is good, with some lessons having elements of outstanding but none is inadequate. Staff subject knowledge is good and pupils are motivated and enthused by the creative approach that the school is developing in the teaching of Religious Education (RE).
- Curriculum provision is broadened through study of other major world faiths, in particular Judaism and Islam.
- The dedicated and committed leadership team have a very clear vision for the school that is shared by all staff. The headteacher is currently sharing the leadership of RE with another member of staff as part of succession planning. Their commitment to the role and to ensuring that the Catholic Life of the school is shared with all staff and governors is clearly at the heart of its ethos, mission and purpose.
- Staff, pupils, the parish priest and governors are rightly proud of their school.
- The school is highly valued and is at the centre of both the parish and the wider community. Parents speak highly of the school and feel privileged to be part of 'something really special'.
- All areas from the last Section 48 inspection have been addressed
- All canonical and statutory duties are fulfilled

What the school needs to do to improve further.

- Increase the number of pupils reaching above age related expectations at the end of each Key Stage, particularly at the end of Key Stage 1, by challenging the higher ability pupils across school so that more pupils achieve beyond age related expectations at the end of Key Stage 2.
- Use an effective data tracking system to set appropriately challenging targets and carefully track progress to identify groups or individuals that are not making sufficient progress, targeting these pupils through appropriate learning tasks.
- Use driver words to focus teaching on pupils' achievement, to inform planning and differentiate learning tasks especially for higher ability pupils.
- Ensure pupils know the level they are working at, their target and what they need to do to achieve it.
- Use the 'I can' statements as an aid for pupils to assess their progress, inform pupils where they are in their learning and in the marking of pupils' work to identify what next steps they need to take to improve their work. Pupils also need to be regularly given time to act upon marking advice.

Information about this inspection

The Inspection of St Walburga's Catholic Primary was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Diocesan Inspection have been addressed
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in RE.
- How well pupils respond to and participate in CW.
- The quality of teaching and marking and how purposeful learning is in Religious Education.
- The quality of CW provided by the school.
- How well leaders and managers promote, monitor and evaluate provision and plan Improvements
- The accuracy of the school's self-evaluation system
- The school's partnership activities – including home/school/parish links

The inspection was carried out by two inspectors over one and a half days. During the inspection 7 RE lessons were observed and 3 acts of CW as well as a whole school assembly. Meetings were held with the head teacher, the RE subject leaders, parish priest, the RE governor, a group of parents and a group of pupils. Documentation was viewed and a selection of pupils' workbooks was scrutinised.

Information about this school

- St Walburga's is a one form entry Catholic primary school for pupils aged 3- 11 with 236 on roll including 26 part-time nursery children. Pupils are taught in 8 single age class groups.
- The catchment is principally from the parishes of St Walburga's and St Aidan's, within the parish of St Teresa Benedicta of the Cross, but children also attend from neighbouring parishes.
- The school is popular and oversubscribed.
- Since the last S48 Inspection (2012), a number of significant changes have taken place at the school. A new headteacher; deputy headteacher; new parish priest; a number of new governors and a new RE governor have been appointed to the school.
- It became a voluntary academy on 1st November 2016, joining the Blessed Christopher Wharton Catholic Academy Trust.
- The school has an equal number of girls and boys.
- 92% of the pupils are Catholic, 4% have another Christian denomination and 4% are from other faith backgrounds
- The percentage of pupils known to be eligible for free school meals is well below the national average as is the percentage of pupils from minority ethnic groups.
- The school has 5% of pupils in receipt of pupil premium funding which is well below the national average.
- The number of pupils with special educational needs, including those with a Statement of Need or EHC Plan, is well below the national average.
- There are 8 full time and 2 part-time teachers, 4 of whom hold the Catholic Certificate of Religious Studies.
- The school has developed effective partnerships with Catholic Schools Partnership (CSP), Blessed Christopher Wharton Catholic Academy Trust and Shipley Learning Partnership. They also work with St Mary's Teaching School Horsforth and St Anthony's Teaching School for the Schools Direct Programme.
- The school choir has won many awards.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are outstanding.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	**1**
How well pupils achieve and enjoy their learning in Religious Education.	**2**
How well pupils respond to and participate in the school's Collective Worship.	**1**

- Pupils benefit greatly from all that the school offers and their contribution to the Catholic Life of St Walburga's is outstanding- 'It's not just the lessons which makes our school good, it's that we are allowed to contribute our ideas'.
- Pupils benefit from a calm, secure learning environment, strongly based on Gospel values.
- Pupils are very proud of their school and understand what makes their school 'Catholic'. They are well behaved, polite and confident. There is a whole school approach to behaviour where pupils are rewarded with 'pieces of scarf' for 'Gerald the Giraffe' for demonstrating **S** for safety, **C** for caring, **A** for achievement, **R** for respect,

and **F** for friendliness. In the weekly celebration assembly, the class with the highest pieces of scarf are awarded the 'Gerald the Giraffe' mascot.

- Pupils enjoy taking responsibility for different roles in school, from acting as buddies to the youngest children, to being members of the School Council, RE Council and Mini Vinnies, and can talk eloquently about how they contribute to 'make our school better'.
- Pupils live out the school motto **'Putting others first'** both within and outside school. The RE Council from across school speak about organising fundraising.
- Pupils have an acute awareness of those less fortunate than themselves and that they are called to help others. They lead the Harvest Festival and organise food donations to the Bradford Food Bank. During Lent pupils identified charities that they wished to support; they planned and ran a range of activities throughout the season to raise money for The Good Shepherd and CAFOD.
- The Mini Vinnies from Years 4 to 6 have exceptional links with the parish St Vincent de Paul (SVP) group. They make Christmas hampers and write Easter cards to parishioners and two pupils volunteer as waiters at the monthly Parish luncheons for the elderly.
- The behaviour of the pupils in RE lessons is outstanding. They concentrate well and want to produce their best work
- Pupils really appreciate the more creative approach to RE, especially drama and other faiths.
- Pupils talk enthusiastically about RE. One pupil said, 'I like RE lessons because they are fun, sometimes we do writing, acting or art'. They also spoke of learning about other faiths and how much they appreciated the visits and visitors- 'We know about our own faith but we learn about other faiths too.'
- Pupils enjoy their RE lessons and teachers plan a variety of creative and interesting activities to engage and interest the pupils such as drama and art which enhance their whole learning experience in RE. The quality of work in books is good and shows a range of teaching and learning activities. Year 2 pupils really enjoyed retelling the Ascension story through role play. In Year 3's lesson navigating an obstacle course blindfolded clearly demonstrated to pupils how having someone to trust enabled them to successfully complete the task. The pupils were then able to apply this to the power of the Holy Spirit in their lives and how this could benefit their community.
- However, teachers do not use driver words to ensure that the pitch of learning tasks is appropriate for all pupils. Teachers need to use the driver words to set carefully differentiated learning tasks for all groups of pupils, especially the higher ability pupils, to ensure good or better progress for all pupils.
- The standards pupils achieve by the end of Key Stage 2 (KS2) are mostly above average at Level 4 but are broadly average at Level 5. Most pupils make expected progress. However given pupils' starting points, more pupils should reach Level 3 at the end of Key Stage 1 (KS1) and Level 5 at the end of KS2. To be outstanding the percentage of pupils achieving Level 3 at the end of KS 1 should be at least in line with Diocesan averages so that the percentage of pupils at the end of KS 2 exceeds Diocesan averages.
- High quality CW is central to the life of the school and is a prayerful and appropriate experience for all. Pupils' participation in the prayer and liturgy of the school is a feature of their experience from their earliest years. Pupils have many opportunities to participate in different forms of worship and act with reverence and enthusiasm.
- Pupils are becoming skilled at planning, preparing and leading class-based worship. The younger pupils enjoy setting up the focal point whilst older pupils in Years 4 to 6 plan and lead class based worship. The inspectors observed Year 2 pupils preparing the central prayer focus for their class based CW. Year 5 pupils were observed delivering a reflective CW to their class peers. They showed they were skilled in the use of scripture, understood the need for reflection and their

choice of hymn which was beautifully sung added to the spiritual quality of the CW.

- Pupils talk enthusiastically about planning and leading their own CW, 'You can get creative with it, planning drama, worship, hymns that link, even creating artwork' and relish the opportunity, 'We enjoy using our lunchtimes to plan these for our classmates'.
- The school has a prayer garden, which was provided from funds raised by the parents' association and developed by the School Council in 2014. This is well used by all pupils and has become a focus for prayer and reflection adding an extra dimension to CW within the school.

The provision for Catholic Education is good.

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	1

- Teachers follow the Diocesan approved Religious Education programme, 'The Way, the Truth and the Life' (TWTL). They plan their lessons using the Diocesan guidelines but adapt them to suit their pupils' needs and have worked hard to include creative elements which the pupils really appreciate.
- Teaching is good, some is outstanding but none is inadequate. Teachers generally have strong subject knowledge and pupils are enthused by the creative approach that the school is developing in the teaching of RE. In the most effective RE lessons, teachers employ a range of learning styles, ensuring that their pupils remain motivated and fully engaged in the learning.
- In the lessons observed, pupils were keen to learn, concentrated well and produced work of a high quality.
- Presentation in books is generally good. Class portfolios show a range of innovative ways in which teachers enthuse and motivate pupils in their RE learning journey.
- The pupils spoke enthusiastically about the creative approaches teachers have developed to adapt the TWTL scheme. Reception children, for instance, were observed being able to experience the wonder of God's creation in the school's wooded area. In Year 4, the pupils used hot seating at the end of their lesson on Pentecost to share how they could spread the Good News and show others how to live like Jesus.
- Teaching assistants are effectively deployed within lessons to support the vulnerable or less able children who find it harder to access the curriculum independently.
- Teachers plan their lessons well but need to challenge all pupils especially the higher ability pupils at the end of Key Stage 1 and across Key Stage 2 through the effective use of driver words and 'I can' statements so that their progress can be maximised.
- Marking of RE books identifies achievement and effort. However pupils need to be more informed about their progress and how to improve; marking now needs to be more developmental by clearly identifying next steps in learning. Pupils need to be provided with opportunities to act upon this advice to improve their work.
- The school is enriching the RE curriculum based on the TWTL scheme through using more creative activities to encourage pupils to think more deeply in answering 'big questions'. The school now needs to focus on ensuring continuity and progression in pupils' learning through the rigour of driver words to accurately pitch learning tasks for all pupils.

- Collaboration with other schools has been used effectively to extend and improve the curriculum for pupils. Excellent links are made with other agencies, the wider community, parishes and diocese to provide a good range of enrichment activities and to promote learning and engagement. Staff regularly attend appropriate INSET provided by the Diocese or CSP, and RE staff meetings are held at least once a term.
- RE contributes to the wider life of the school. Teachers effectively use cross curricular links between RE and English to allow pupils to use their literacy skills to produce high quality pieces of writing. Pupils in Years 5 and 6 were observed reading psalms to identify the prayer purpose- adoration, thanksgiving, contrition, supplication. As a result, they clearly understood that prayer is a conversation with God. They then wrote their own high quality psalms which demonstrated that the lesson had encouraged pupils to have a closer relationship with God through prayer for different purposes.
- The wider curriculum also contributes to RE through more creative approaches to lessons and the application of the school's enquiry-based, deep thinking approach to learning, with the pupils regularly using 'thinking hats' and 'thinking dinosaurs' in RE lessons to help them explore a bible story.
- The planning and teaching of other faiths is good. Progression is evident and the content creatively delivered through visits and visitors. Parents and pupils talk about the importance of this aspect of the curriculum
- The quality of Collective Worship provided by the school is outstanding. It is given a high profile in the organisation of the school year and so is a real strength of the school.
- Acts of worship are planned carefully to link to the themes of the RE curriculum, 'Statements to Live By' and the church's liturgical cycle.
- The inspector witnessed whole school and some class worship; pupils participated prayerfully and expressed their joy and thanksgiving through formal and informal prayer and singing.
- Staff are excellent role models for pupils in their adult led CW; they are highly skilled in their planning and delivery of worship which enables pupils to experience high quality experiences of the Church's liturgical year. This positively impacts on pupils' abilities to plan and lead quality CW for their peers.
- Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance including adults associated with the pupils and school. The school has increased the number of prayer opportunities for parents, for example, termly masses, class masses, May devotions, Lenten liturgies and voluntary prayer times in Lent.
- CW is well resourced and all classrooms have a CW focal point.
- Pupils spoke with pride and enthusiasm about their involvement as part of the different councils and Mini Vinnies groups in the school. They were all able to give examples of how they are fulfilling the Church's mission and their school's motto 'Putting others first' within their school and in the wider community.
- Parents recognise and appreciate the care and support given to vulnerable pupils and the efforts made to keep all pupils safe, 'Pastoral support is excellent'.

The Leadership and Management are outstanding.

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	**1**

- Since the previous inspection, a new head teacher, deputy head teacher and foundation governors, including the proactive RE Governor have been appointed.
- There is clear evidence from discussions with school leaders and governors, from the evidence provided and from the time spent in the school, that the commitment to the Catholic mission of St Walburga's is central to the purpose of the school.
- The dedicated leadership team are very effective. They provide strong, effective leadership and their commitment to the children and the faith life of the school contributes to the high expectations of all stakeholders.
- RE and CW have a profound impact on the spiritual and moral development of pupils. The school's outreach to others within the school and parish community as well as on a local, national and international level helps children significantly in developing their own view of 'Putting others first'.
- The school has developed a range of Catholic partnerships to access activities to enhance the RE curriculum alongside the training and development opportunities of both staff and governors.
- RE leaders attend local Diocesan subject leader meetings to ensure that they keep up to date with current initiatives and developments in RE to provide the best possible experiences in RE and Catholic formation for pupils.
- The parish priest (appointed to the parish in 2016) is a frequent and very welcome visitor in the school. He actively promotes stronger parish, home-school links. A detailed liturgical calendar of events is worked out together with both schools in the parish.
- Governors are active in school, often joining the school community for worship as well as working alongside the headteacher. This ensures they have a growing understanding of the areas of strength and any areas for development. The governor with responsibility for RE is a very regular visitor in school and is very effective in promoting the Catholic Life of the school. He also meets with the RE subject leaders to review RE standards.
- RE and the Catholic Life of the school is discussed through the headteacher's report at Full Governors' meetings. Governors are willing to challenge the school by asking questions but now need to focus on pupil achievement and progress in relation to RE.
- The governors have approved an RE budget which is in line with other core curriculum areas and ensures that RE, Worship and the Catholic Life of the School are adequately resourced.
- During the inspection, all teaching areas were visited and all featured an attractive RE focal area with appropriate religious artefacts, including worship resources related to the liturgical season.
- The governing body have approved an Education for Personal Relationships (EPR) Policy and Programme of Study which is in line with Diocese of Leeds guidelines.
- Governors have ensured that the key issues raised in the previous inspection have been successfully addressed. Since the last inspection, the school has developed a prayer garden which is well used by all pupils and has become a focus for prayer and reflection in the school.
- However, the school must ensure that it uses accurate self- evaluation to identify areas of improvement and the necessary actions to take each academic year to improve outcomes for pupils.
- All canonical and statutory responsibilities are fulfilled.