



DIOCESE OF
SHREWSBURY

SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: St Winefride's Catholic Primary School
Address: Mellock Lane
Little Neston
Cheshire
CH64 9RW

Tel No: 0151 338 2468

URN: 111313

Headteacher: Mrs D M Ormes

Chair of Governors: Mrs R Milner

Date of Inspection: 5 July 2017

Inspectors: Mr P Sharp
Mrs R Moores

At St Winefride's, we strive to promote an ethos that underlines Christian values; promoting the principle of respect and care for one another and for our world. This ethos pervades the whole school and results in a strong and vibrant community which cooperates on every level. Children are happy to come to school and enjoy learning. They have a strong sense of spirituality and are thoughtful, kind and supportive of each other. The development of each child as an individual is seen to contribute to the development of self-esteem and self-confidence which enables the child to 'have-a-go' and face challenges in a positive way.

St Winefride's Catholic Primary School has a shared Mission, that of all Catholic schools; a beacon for people who have Catholic values and wish an excellent Catholic education for their child. We provide support for this at home; and through collaborative ministry with the parish.

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		30	25	28	24	24	27	18	178
Catholics on roll		18 60%	15 60%	17 61%	18 75%	14 58%	14 52%	8 44%	104 59%
Other Christian denomination		5 17%	5 20%	8 29%	2 9%	5 21%	7 26%	4 22%	36 20%
Other faith background									
No stated religious affiliation		7 23%	5 20%	3 11%	4 17%	5 21%	6 22%	6 33%	36 20%
Number of learners from ethnic groups (EAL)		2 7%	2 8%	0 -	2 8%	1 4%	0 -	1 6%	8 5%
Total on SEN Register		1 3%	6 23%	1 4%	6 25%	5 21%	10 37%	3 17%	33 19%
Total with EHCP		1 3%	0 -	1 4%	0 -	0 -	0 -	0 -	2 11%
FSM		4 13%	4 16%	2 7%	5 21%	5 21%	3 11%	2 11%	25 14%

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Winefride's	178

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Neston High	19
Caldy Grammar	3
West Kirby Grammar	2
Upton Convent	4
Helsby High	1
Greenbank Special	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week	1.25	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5

STAFFING	
Full-time teachers	4
Part-time teachers	7
Total full-time equivalent	8.2
Support assistants	9
Percentage of Catholic teachers f.t.e.	5.8
How many teachers teach RE (P) f.t.e.	7
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Published admission number	30
Number of classes	7
EYFS	30
Average class size KS1	26.5
Average class size KS2	23.5

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2015/2016	Current financial year 2016/2017	Next financial year 2017/2018
RE	£2500	£3500	£2000
English	£2000	£2500	£2000
Mathematics	£2500	£3800	£2000

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate	Judgement
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OUTCOMES FOR PUPILS	2
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St. Winefride’s Catholic Primary is a good school where children feel safe and secure. They are proud of their school community and treat each other, adults and visitors with respect. The positive relationships within the school are a strength. The children are developing a greater awareness that there are people in the local and international community who need help. They respond to opportunities to take responsibility around the school and fully support the school’s fund-raising activities to assist those in need. The school supports charities such as C.A.F.O.D, Fairtrade and Macmillan.

The standard of work in Religious Education books, teacher assessments and discussions with pupils show that children are making good progress when benchmarked against their entry point. It is a credit to the school that attainment in Religious Education is showing a rising trend, and is in line with national expectations. Standards achieved in Religious Education are comparable to standards in other core subjects. The school continues to develop and refine a range of monitoring activities relating to provision and outcome for pupils in Religious Education. This ensures that planning is effective and based on sound evidence and data. The majority of lessons observed by inspectors were judged good, with one lesson being classed as outstanding. Teachers made good use of technology, music and religious artefacts. In one lesson observed role play was used with children dressing in the priest’s vestments to link their colour to the Church’s liturgical year. In a second lesson music and art were used to assist the children to reflect and pray. The behaviour of the children in all lessons was excellent. Children listened attentively, valued the views of others and were respectful when others spoke. They were eager to be involved and able to bring previous learning and knowledge of Bible stories to the discussions. In all lessons observed the relationship between adults and children was excellent, with children confident to put forward their views and observations.

In the Collective Worship observed the children listened with respect and reverence. The readings, songs and music contributed to a meaningful act of worship. The school is aware that there is a need to continue to develop the children’s spirituality and confidence to enable them to take the lead role in the preparation and organisation of Collective Worship within the classroom and wider school community. In discussion with pupils it is clear that they would enjoy and respond to the responsibility of planning and leading Collective Worship and prayer.

Teaching staff have attended the Lat Blaylock Religious Education creative curriculum Inset course. The implementation of this training would enhance teaching and ensure that children and staff are excited and challenged by their Religious Education lessons. The development of prayer boxes in each classroom would also enable a more thoughtful and informed use of resources and artefacts.

Pupils enjoy being in school, they spoke enthusiastically about the school and how they know each other and help to make it a better place. They understand the systems that are in place to support good behaviour and are very clear on the sanctions for unacceptable behaviour. They knew who they could speak to if they were concerned about anything. They understood what bullying is and felt that there were no such issues in the school.

LEADERS AND MANAGERS	3
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Governors and the Senior Leaders clearly demonstrate support for the Catholic Life of the school and the Church’s mission in Education. They are committed to providing the best provision for all pupils. However, the Governing Body relies too heavily on the guidance of the Headteacher to give it direction. Governors require Diocesan inset support to fully appreciate and develop their role in the strategic management of the school. This will enable them to fully support the Senior Leaders as a “critical friend” and also be fully engaged in the school’s future development. A skills

analysis has been completed by the Governing Body and its findings should be used to inform future training needs and strengths of individual governors.

The Headteacher reports on developments and standards at each Governors' Meeting. The curriculum committee also receives information regarding Religious Education on a termly basis. There are two governors who have special responsibility for Religious Education. Both governors have experience and expertise in Religious Education in Catholic primary education and their support will assist the school in continuing to improve its provision for all children.

The school monitors the provision and outcome in Religious Education but the analysis of this data needs to be more rigorous to enable the Governing Body and Senior leaders to accurately diagnose the school's strengths and areas for development. This will assist them to develop plans and strategies to continue to improve outcomes for pupils in their spiritual and moral development. As a result of such developments pupils will be able to articulate the school's distinctive mission with understanding and appreciation.

The newly appointed Religious Education subject leader, with the support of the Headteacher, has carried out a range of monitoring activities, such as planning, lesson observations, book scrutinies, assessment, moderation of work and leading professional development; these activities have identified strengths and areas for development within Religious Education across the school but, as stated earlier, this needs to be more rigorous. The school continues to make progress in developing and refining its monitoring and assessment systems in Religious Education. The Headteacher and senior leaders recognise the importance of ensuring monitoring outcomes and the analysis of data to inform future planning and identify areas for development. This will have a positive impact on the quality of teaching and as a result improve the attainment of all children.

The Parish Priest and Parish are fully supportive of the school. The Parish Priest visits the school regularly to talk to staff and children and celebrate Mass. He works hard to support the Catholic life of the school and to encourage strong links between the school and parish.

The 59 parental questionnaires returned showed that there is strong support for the school, with parents happy with the values and attitudes that the school teaches. However there was some concern expressed that the school needed to keep parents better informed on what is being taught in Religious Education and children's progress. The school does send out information each term on what is being taught in Religious Education and information can also be found on the school website. Year 5 are also trialling an I.T. programme which parents can use to monitor their own children's progress in school.

Pupil questionnaires were positive, with the majority of children Year 2 and 6 happy to be in school and all children agreeing that adults are caring, expect good behaviour, help them when they have difficulties and always listen when they have a problem.

PROVISION	2
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The provision of Religious Education meets the requirements of the Bishops Conference.

The majority of teaching observed by the inspectors was good with examples of outstanding practice. The teachers generally had good subject knowledge, thus enabling most pupils to make good progress. In all lessons observed the children were generally given appropriate challenge and a wide variety of resources and strategies were in evidence. In the best teaching questioning enabled pupils to reflect carefully on their learning. In some lessons a range of teaching styles were used to engage the children and music, artefacts and technology were also used effectively in some lessons. Teachers have high expectations in terms of behaviour and they ensure that children are respectful and responsive in lessons.

Staff inset training is being used to develop teachers' own knowledge and spirituality, which is assisting them in the delivery of the Religious Education curriculum. This is also helping them to support children in developing their own prayer life and spirituality.

Religious focal points within the classrooms assist children in their daily acts of worship. However in a number of rooms the focal points need to be more prominent so as to truly reflect the Catholic ethos of the school.

There is a range of extra-curricular activities on offer and the children join in enthusiastically in all such activities. Pastoral care is very good, with the children saying they know who to go to if they have any worries or concerns and they know they will be given the help they need.

The Parish Priest supports the school through the celebration of Mass and liturgical services throughout the year. The Parish and school are actively developing ways in which they can support each other. School, with the assistance of the Parish, organises meetings for parents with regards to sacramental preparation and liturgy.

OVERALL EFFECTIVENESS	2
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St. Winefride's Catholic Primary School provides a good Catholic education for all children. This will be further enhanced by governors, staff and parishioners continuing to work together to support the spiritual and faith development of the school community. Everyone in the school community is valued and this is reflected in the Religious Education provided and informs the improvements that are being made.

Staff, governors, parents and the parish community respect each other and show a commitment to assist and join the children in their faith journey.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

- Continue to evaluate and develop the monitoring of Religious Education to enable searching analysis and self-challenge by the Governing Body and Senior Leaders, thereby enabling the school to move from good to outstanding.
- Provide opportunities for the children to develop spiritually through planning, leading and evaluating Collective Acts of Worship in a variety of gatherings from their earliest years.
- Encourage and support teaching staff to study and complete the Catholic Certificate of Religious Studies.

Parents' Questionnaires

59 Parents returned questionnaires

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	47	11	1		
2	I am happy with the values and attitudes that the school teaches	45	14			1
3	I am made to feel welcome in school	42	16			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	37	17	4		1
5	The school gives me a clear understanding of what is taught in Religious Education	37	18	3		1
6	The school enables my children to achieve a good standard of work in Religious Education	41	16			2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	32	22	4		1

Pupil Questionnaires (Year 2)

		Yes	Sometimes	No
1	I like being at this school.	28	1	
2	I learn new things in Religious Education lessons.	28	1	
3	I enjoy learning about Jesus and how to live as His friend.	28	1	
4	I have to work hard.	29		
5	My teacher helps me when I get stuck so I can make my work better.	27	2	
6	My teacher listens to me.	28	1	
7	When I am unhappy there is always an adult I can talk to.	28	1	
8	I get praise when I do my best.	22	7	
9	Other children are kind and behave well	18	11	
10	I am happy on the playground.	23	5	
11	I am allowed to help in class and around school.	27	2	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	28	1	

Pupil Questionnaires (Year 6)

		Yes	Sometimes	No
1	Do you like being at this school?	8	9	
2	Do you find out new things in Religious Education lessons?	9	8	
3	Are your Religious Education lessons interesting?	4	12	1
4	Do you get help when you are stuck?	16	1	
5	Do you have to work hard?	15	2	
6	Do teachers show you how to make your work better?	12	5	
7	Do other children behave well?	1	15	1
8	Are teachers fair to you?	11	6	
9	Do teachers listen to your ideas?	13	4	
10	Are you given responsibility?	15	2	
11	Do you enjoy your times of prayer together?	12	4	1