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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

St WINEFRIDE's CATHOLIC PRIMARY ACADEMY
St Paul's Avenue, Wibsey, Bradford, BD6 1SR

School URN

107331

Date of S48 inspection and
OE grade

20th & 21st June 2018
OE grade: Outstanding

E-mail address

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Chair of Governors

Margaret Green

Executive Headteacher
Head of School

Maureen Cairns
Louise Walsh

RE Subject Leader

Louise Walsh

Date and grade of last S48
Inspection

April 2013 Outstanding

Section 48 Inspector

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 is the school in providing Catholic Education.

1

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

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an Outstanding Catholic school

- Inspirational leadership from the executive headteacher, head of school, teachers, other adults and those with governance responsibility gives living witness to the faith at St Winefride's on a daily basis. One member of the academy council summed it up well when he said, 'In everyday life, respect and love for one another is evident in staff and pupils. Staff are happy to make the faith explicit, a good strong leadership team who wear their faith on their sleeve.'
- The whole school community is rightly proud of their 'special' Catholic primary school which 'feels like a family' to all involved. An example of this is the distributed leadership through the Catholic Life team. The team comprises the head of school, faith tutor, parish catechist who is also a teaching assistant, shadow Religious Education coordinator and the parish priest. This team meets at least once per term and supports the Catholic Life of the school, Religious Education and Collective Worship ensuring that provision is outstanding in all three areas.
- The very fabric of the school building speaks of the 'faith', from the community involvement of the parish through the 'Fatima' group, to the weekly Mass held in the school hall, to the relationships, environment and displays, the school lives its mission 'To promote learning and excellence for all, embedded in the values and beliefs of the Catholic faith'.
- Pupils, staff and families benefit from the highly committed parish priest who has undertaken extensive governor training. He celebrates Mass once a week in the school hall, offers the sacrament of Reconciliation on a termly basis for pupils in school, speaks to staff frequently, visits classrooms on a regular basis, meets parents informally in the school playground and is an inspiration to the whole community.

- Pupils benefit from a wide variety of worship and particularly enjoy preparing, planning and leading Collective Worship both within the class and for whole school or key stage Collective Worship.
- Teaching observed was mainly good with many elements of outstanding, and none is inadequate. Pupils are motivated and enthusiastic about the creative approaches the school is developing in the teaching of Religious Education.
- The school very effectively addressed all areas for improvement on the previous inspection and has continued to have these at the forefront of all self-evaluation activities to ensure improvement is sustained.
- The school is at the forefront of Diocesan initiatives and prides itself on fulfilling the Bishop's vision whenever it can. The school has piloted the Faith in Action programme, it is supporting the parish in sacramental development and encouraging family catechesis. The headteacher responded positively when asked to support another Catholic school and St Winefride's is part of The Blessed Christopher Wharton family of schools. In the near future, both parish schools will be partnered under one executive headteacher on a permanent basis.

What the school needs to do to improve further.

- Increase the percentage of pupils making good or better progress across Key Stage 2, particularly the more able and those with special educational needs (SEN).
- Improve the percentage of pupils achieving above age related expectation.
- Ensure leaders and managers scrutinise external data, available through the Bradford Catholic Partnership (CSP), and internal data with greater rigour and self-challenging analysis.
- Ensure parents are informed and consulted with regard to 'Relationships and Sex Education' (RSE) policy and planned provision.

Information about this inspection

The inspection of St Winefride's Catholic Primary Academy 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 Bishop 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 2017).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Section 48 inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.

- How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days: Prior to the inspection the inspector examined the school website. The inspector examined a comprehensive range of documentation provided by the school: self-evaluation, tracking of pupil progress, planning for Collective Worship and the Catholic Life of the school, minutes from Academy Council and Catholic Life meetings. Samples of pupils' work and examples of marking from each year group were scrutinised. Displays in classrooms and around the school were taken into account. Six lesson observations were carried out, one with the executive head and one with the head of school. The inspector met with members of staff who lead on different aspects, groups of pupils, the parish priest separately and with the full Academy Council. The inspector attended a Key Stage 2 Mass, class meditation and Collective Worship in Key Stage 1 classes.

Information about this school

St. Winefride's is a two form entry Catholic primary school with a nursery. The school is one of two schools serving the Mary Mother of God parish in Bradford. The parish has two churches, St Winefride's and St John the Evangelist. There is a plan to combine the leadership of the schools through an executive headship after the retirement of the existing headteachers.

There are currently 457 pupils on role including nursery pupils. The nursery has two sessions per day offering 26 places in each. The offer for families is flexible with some pupils attending full or part time, with paid and funded places.

In the main school, pupils are taught in 14 single age classes. 71% of pupils are baptised Catholic and St Winefride's is usually fully subscribed. The school is situated in the Bradford South area, has a low number of ethnic minority groups with the percentage of pupils needing SEN Support in line with the national average and three children with Education or Health Care plans.

Extensive improvements to the building over recent years meet the regulations for disability access and offers pupils improved learning facilities. The addition of an extra hall allows the premises to be used by the parish and local community.

Since the last S48 inspection (April 2013), a number of significant changes have taken place at the school. The school converted to voluntary academy status within The Blessed Christopher Wharton Catholic Academy Trust on 1st October 2016. The longstanding Religious Education leader retired. The headteacher is currently supporting another Bradford school as an executive headteacher and there is a head of school (acting), who is also the Religious Education leader.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is outstanding

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 of the Catholic Life of the school	1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding. The children all know and try to live out the school prayer every day. Even the very youngest children are able to recite part of the prayer and use actions to aid understanding.
- Collective Worship is used as an excellent vehicle to promote the Catholic Life of the school. The pupils are reverential. There was a charming moment during the inspection when a group of pupils offered to sing their school hymn for the inspector. Both the school council and the Mini Vinnies joined in delightfully.
- Pupils benefit from Catholic social teaching: on several occasions pupils talked about the need to help people worse off than themselves and to respect everyone despite differences. ‘Old people can be lonely; we have the Fatima group where we sing and talk to old people who may be lonely’.
- Pupils are given many opportunities to contribute to the Catholic Life of the school, some voluntary such as becoming a Mini-Vinnie or altar server, some rotated such as meeting elderly parishioners at the monthly Fatima group.
- Many pupils take up the invitation to have the Sacrament of Reconciliation in school on a regular basis. A small number of pupils have had the opportunity to take part in a ‘Faith in Action’, which the school was piloting for the diocese.
- Pupils and their parents talk enthusiastically about the links with the parish and how this close bond strengthens the Catholic Life of the school. They talk enthusiastically about going to Mass and church.

- There is a real sense of pride in the pupils when they talk about their ‘very special school’, which teaches them ‘how to know Jesus better’, ‘we grow closer to Jesus at this school’.
- The school’s mission statement is central to all that happens at St Winefride’s: ‘To promote learning and excellence for all embedded in the values and beliefs of the Catholic faith’. This mission is proudly displayed throughout school so that it is in the hearts and minds of the whole community.
- The school vision, ‘To be an outstanding school where every member reaches their full potential and knows the joy of a relationship with Jesus’ is very evidently known by the pupils. On several occasions, pupils spoke about the importance of knowing Jesus and talking to Jesus.
- Although RSE is planned for and taught within school, parents are unaware of the provision and have not been consulted about the latest diocesan policy.
- The shadow Religious Education (RE) leader has recently attended a course on RSE and the school plans to implement the ‘Journey in Love’ programme to deliver RSE.
- The commitment of all staff to the Catholic Life of the school is very evident. Every staff gathering or meeting starts with prayer.
- The Catholic Life team comprises the faith tutor, head of school, parish priest and a higher level teaching assistant, who is also a parish catechist. Through this team, school is able to offer many opportunities for pupils’ spiritual and moral development.
- The Catholic Life team is exemplary and ensures distributed leadership of this high priority area for the school. Due to the strength and availability of this team, continuing professional development (CPD) for Catholic Life is both well planned and regular and advice is also obtainable on a day-to-day basis for less experienced or knowledgeable members of staff.
- Leaders and governors see the Catholic Life of the school as one of its main priorities. Funding for a faith tutor is testament to this. This semi-retired teacher is able to provide help and support to non-Catholic teachers and pupils so that they can be fully involved in promoting and participating in the Catholic Life of the school, as well as using her considerable expertise to train altar servers and liaise with the Mini Vinnies’ group leader.
- A real strength of the school is the number of staff that are also parishioners. The school staff have a very close working relationship with the parish priest. School and parish benefit enormously from this. The parents, priest and governors feel listened to and valued. As one pupil said, ‘The whole community feels bonded in love’.
- St Winefride’s is proud to implement policy decisions of the Bishop. School staff are supporting the parish to implement the new sacramental preparation programme, they have piloted the new Faith in Action, they have joined the Blessed Christopher Wharton Academy Trust and the headteacher has supported another Catholic school in need.

RELIGIOUS EDUCATION

Religious Education is outstanding

How well pupils achieve and enjoy their learning in Religious Education	2
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

- Pupils at St Winefride's say they enjoy RE. 'I like RE because we learn about God and the church. We do acting, drawing and writing in RE.'
- The majority of pupils demonstrate passion and commitment to their learning. As soon as they enter the school in Nursery they start to develop their religious literacy and knowledge of scripture so that by the end of Key Stage 1 almost all achieve age-related expectations and a significant number achieve beyond this.
- The religious vocabulary of the Reception pupils after a visit to the church was outstanding. Pupils were able to name the tabernacle and say what was in it. They were able to name the altar, the baptismal font, and the confessional - 'you say sorry in it'. When asked about the stained glass window, which has a picture of the Holy Spirit one of the pupils said, 'He brings peace'.
- Almost all pupils, from varied starting points make rapid progress in the Early Years foundation Stage and Key Stage 1. Progress slows in Key Stage 2, outcomes are good but too few pupils make more than expected progress within lessons or over time.
- More able pupils at Key Stage 2 need to be further challenged to reach the higher levels in RE.
- The quality of pupils' achievement is very high in the Early Years Foundation Stage, Key Stage 1 and through to Year 3. The pupils work with pride and books are beautifully presented. There is a dip in standard from Year 4 upwards, where pupils make good but not outstanding progress.
- Large class books full of photographs, paintings and crafts from every year group show in great detail the learning journey in RE for the whole class.
- The RE curriculum is very well planned using the Diocesan recommended scheme, The Way, the Truth and the Life, as the core syllabus, augmented with the schools 'Thinking and Learning Tree'. The Tree matches driver words from levels of attainment with graduated thinking skills.
- Marking is often detailed, focused clearly on the 'I can' statements, and challenging to pupils to make improvements or to extend themselves. Where this is the case, pupils are responding appropriately, and often at length, demonstrating a deepening of their learning.
- Assessment is used appropriately, following Diocesan guidelines, for summative and formative record keeping. Work is moderated by the Bradford Catholic Partnership of schools to ensure accuracy.
- RE is a core subject as exemplified by its inclusion on the 'learning ladders', the school's data programme for tracking formative assessment. Teachers are able to print off learning objective stickers for the inclusion in pupils' books. These are then assessed against when teachers provide written feedback to pupils.

- Teachers' subject knowledge is of a high standard, many members of staff including higher level teaching assistants have attended creative RE courses via the diocese. All the lessons observed exemplified creative RE strategies in use and pupils' enjoyment and enthusiasm of RE was evident. In one very creative Year 1 lesson pupils were learning about how Jesus calmed the storm. The teacher created wonder about what scripture the pupils were going to hear by having a prop covered in blue cloth. Once the story was revealed the children were captivated to hear what happened next. Following the retelling of the story some pupils were asked to act it out, others paint a picture, others write a newspaper story, others create a 'storm' in a bottle and finally recreate the scene using playdough. By the end of this excellent lesson all pupils had an excellent understanding of Jesus' miracle and the importance of trusting in God.
- In the strongest lessons observed pupils' time was maximised, pupils' concentration was sustained and deep thinking and learning were taking place. Potentially sensitive topics were also handled with skill and sensitivity. For example, in a Year 6 lesson on marriage, the teacher planned a variety of creative activities to deepen thinking and reasoning. An excellent example of this was the marriage auction where pupils had to choose the values they would look for in a partner.
- In a different lesson, that required improvement, activities drifted on, and pupils were not applying themselves or gaining deeper meaning through an activity. In another instance the activity was not well explained so answers given were very superficial.
- Teaching assistants are very well deployed during RE lessons. They engage with particular groups or individual pupils with skill and sensitivity. Their prompting and support enables pupils to engage with the lesson and make good progress. Occasionally teaching assistants are used with the highest ability pupils to ensure that higher level teaching and learning can take place if prior assessment shows this is required.
- The quality of relationships is a strength, all adults praise and constantly affirm the pupils motivating them to discuss openly and think deeply. 'Teachers always help us when we need it, when they mark our work they give us next steps so we can improve the answer.'
- The provision for teaching other faiths is very good. Throughout their primary years the pupils learn about a number of world faiths. They all go on visits to places of worship, at least two within their primary career. The children and parents value this provision: 'No matter what your religion everyone is equal, we go on trips to the Mosque so we can learn about other faiths, so that we can talk to people of other faith with understanding'.
- The school purchases two memberships from the Interfaith Centre in Bradford to ensure this provision is available on an annual basis.
- Senior Leaders monitor RE regularly. The planned programme for monitoring includes work sampling, observation of lessons and monitoring pupil outcomes six times per year. Leaders and governors should use all the resources available to them, including CPS data, to challenge themselves further and investigate if higher levels of attainment and greater progress for some groups of pupils is possible.
- Occasionally the school needs to be more self-challenging and more robust in the judgements it gives for teaching and learning.
- The head of school is the RE leader. Succession planning is in place and an experienced teacher is currently shadowing so that she can play a greater role in leading RE in the school. The shadow has recently attended training for a new scheme

of work to deliver RSE. She has devised a comprehensive plan for this area but is yet to consult or inform parents about the scheme.

- The parish priest is the link governor for RE. He is a familiar presence in and around school. He and the local church are used as a resource for teaching RE, he has also been in to RE lessons to observe teaching and speak to pupils about their experiences of the RE curriculum.
- Leaders are aware that some staff may not have a deep or authentic knowledge of the faith and that they may be reluctant to ask. A semi-retired teacher is now employed as a faith tutor. She ensures that all staff are fully aware of the liturgical season and traditions associated with that. She is also on hand to assist with planning and assessment.
- The RE curriculum meets the requirements of the Bishops' Conference, with 10% or more of the timetable dedicated to the subject across all year groups. There is a comprehensive programme for teaching other faiths. All pupils go on visits to places of worship and the governors ensure resources are put in place to allow this to happen.

COLLECTIVE WORSHIP

Collective Worship is outstanding

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

- Collective Worship is central to the life of the school for all pupils and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff. The very youngest pupils know parts of the school prayer by heart and say it with accompanying actions to aid understanding. 'May Christ be at the centre of all that we do, all that we say and all that we believe.'
- Pupils join in worship with genuine enthusiasm and the quality of heartfelt response from pupils is outstanding.
- It was a real privilege for the inspector to attend the weekly Mass celebrated by the parish priest in the school hall. The faith tutor liaises regularly with the parish priests, trains and organises rotas for altar servers and different groups or classes to lead the Mass.
- Music is a strength of the school and the singing in Mass was of a very high standard. The pupils and adults readily join in with joyful voices. The school has a choir and all pupils learn to play the guitar.
- Pupils display confidence when reading from scripture, writing their own prayers or singing for the inspector, unprompted, their school hymn. They proudly related that the hymn is based on the school prayer which the Mini-Vinnies and school council knew by

heart and was written by a 'friend of the school'. (the executive headteacher's daughter).

- Pupils are encouraged and supported to participate in ways which are age appropriate. One example was the meditation session in a Key Stage 1 class after lunch. The children were obviously used to the format of the meditation and got a lot out of the session. There was a short introduction, 3 minutes' silent prayer where the children were encouraged to silently chant 'Maranatha' and then a short feedback session. All pupils undertook this with a calm prayerfulness that was very moving to observe.
- St Winefride's is a praying community. As well as donating money for a charity, the school council arranged for each pupil to write a prayer for refugees. These were proudly presented to the inspector.
- The pupils are given many opportunities to participate through acting as readers, serving on the altar, joining the vocal group and the introduction of additional sung responses engages all pupils in the Mass.
- Pupils spoke about groups such as Minnie-Vinnies, Faith in Action and the prayer groups formed during Lent and Advent, as opportunities for voluntary acts of worship and prayer. As one Minnie-Vinnie commented, 'None of us mind giving up our Golden Time to come to meetings, as we know we are doing good work and helping people worse off than ourselves'.
- A pupil who had been part of the Faith in Action pilot said 'We learn lots of prayers, we have a better connection with God, we learn how to speak to him at this school'.
- Collective Worship has a clear purpose with the themes chosen for worship reflecting a deep understanding of the Church's mission in education and the liturgical season. There are many reminders of this in the beautiful displays throughout the school.
- Staff are excellent role models for pupils in their adult led Collective Worship which enables pupils to experience high quality experiences of the Church's liturgical year. Pupils are able to reflect in silence and join in community prayer appropriately and with confidence.
- The Collective Worship in Year 2 was well planned by the class teacher with pupils taking the lead where appropriate. For example, one child read a welcome to the worship and explained what it was going to be about. A second child read a short scripture reading from God's Story and others had written some prayers to reflect upon the word. The act of worship ended with a promise from each child on how they would try to look after the world this week. Each child was given a small picture of the world to remind them of the promise they had made.
- From scrutinising the monitoring file, the high quality worship described above is common. Children are often given a memorable object to remember what they have prayed about and to remind them of the mission they have been sent forth to carry out.
- Leaders have a thorough knowledge of the church's liturgical year, its seasons, rites and symbols; as a result, Collective Worship is delivered in a way that is relevant to pupils. Parents value the provision. 'The school supports parents in bringing the children up in the faith, my children enjoy going to Mass and singing in the choir.'
- Families are supported to pray at home with travelling cribs in Advent and Lenten bags. Each child is given a set of rosary beads and taught how to prayer the rosary. Families are informed of events taking place in the parish church, where many key members of staff are also parishioners, thus strengthening the bond between home, school and parish significantly.

- There is a clear policy for Collective Worship which is monitored and evaluated regularly. Liturgical and spiritual formation is considered a priority for all staff and they have accessed Collective Worship training.
- Staff also pray together on a regular and frequent basis and have opportunities for their own spiritual development through retreats and reflective time together. Leaders are very aware of the need for on-going formation of all staff. The parish priest and the head of school both talked about facilitating the Catholic Certificate of Religious Studies as only one member of staff holds this qualification.
- Collective Worship is well resourced and all classrooms have a worship focal point with quality resources appropriate to the liturgical season, as well as a statue of the school's patron saint, St Winefride.
- The school actively involves parents, carers and governors in Collective Worship experiences in a way that attracts and facilitates attendance and they comment on how much they appreciate the welcoming community the school offers when they are invited to join in acts of worship in school and in church.
- Leaders place the highest importance on the self-evaluation of Collective Worship, including monitoring the quality of the executive headteacher's planning and delivery of Collective Worship to the whole school or key stages and class teacher's planning and delivery of Collective Worship in classrooms.