



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. BENEDICT'S CATHOLIC PRIMARY SCHOOL

HINDLEY

Date of Inspection Tuesday 21 June 2011
Inspectors Rev D Melly Miss J Coughlan
Unique Reference Number 106494
Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic Primary
Age range of pupils 4 - 11
Number on roll 205
Chair of Governors Mrs J Dawes
Head teacher Mrs J Taberner
School address Abbott Street
Hindley
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Date of last inspection 8 April 2008

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

St Benedict's school is an average sized Catholic Primary School situated in Hindley and mainly serving the parish of St Benedict. There are 205 children on roll of whom 173 are baptised Catholic, 30 come from other Christian denominations, and 2 from other faith or religious traditions. There are 9 teachers who all teach Religious Education. Six teachers are Catholic and 5 teachers have a suitable qualification in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

**Overall effectiveness:
how effective the school is in providing Catholic Education**

1

The school's capacity for sustained improvement

1

Main Findings:-

The school is outstanding in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has made outstanding progress. Self evaluation is rigorous and accurate though modest in its evaluations. Outcomes for pupils are outstanding. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The school is successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure improvement. Staff are affirmed and supported. Teachers are provided with in-service to support their ongoing development. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and are being used effectively to improve outcomes. Any underperformance is challenged.

Overall the school has an outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Further enhance the provision of curriculum religious education by;
 - adhering more closely to the learning objective of the lesson both in the planning and during the lesson.
- Continue to enhance the provision for collective worship by:
 - developing the work already begun enabling the pupils to plan and lead;
 - developing the work of monitoring that is being done by the head and church governor.

How good outcomes are for individuals and groups of pupils

Pupils' achievements in Religious Education are outstanding. On entry to school many children have a limited or no knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is outstanding. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessment undertaken provides evidence of pupils' generally attaining appropriate level for their age and stage of development in each key stage and many are exceeding. There is no difference in performance between pupils of different gender. Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate

to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Any underachievement is challenged. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by formulating and living the Mission Statement, their involvement in collective worship and above all in the way they treat each other. Pupils' have an outstanding sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. school council, eco council, play leaders, prefects, reading buddies and in their organisation of coffee mornings for the 'Dawn Patrol'. Pupils benefit from participation in days out and residential which have their own times of reflection and appreciation. Pupils are considerate and caring of others both in school and the wider community. Pupils have a good sense of right and wrong and apply this in their personal relationships. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Pupils are outstanding in responding to and participating in the schools Collective Worship. They are becoming more confident preparing and leading worship. They act with reverence and are keen to participate in a variety of gatherings. They sing joyfully and enthusiastically, reflect in silence and join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils' knowledge of prayer and liturgy is increasing. They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	1
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources: teaching assistant, ICT (including the interactive white board, visualizers, lap tops and the internet and PowerPoint), feely bags, clay, jig saws and artefacts and

souvenirs from home. Teachers and others use a variety of strategies to sustain and motivate pupils: enthusiastic questioning, talking partners, imaginative and exciting tasks, praise and affirmation, team work and time to reflect and consolidate the learning. Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and progress.

The assessment of pupils work in Religious Education is outstanding. The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils. Teachers are able to identify how well pupils are achieving and tackle underachievement. Teachers enable pupils to evaluate their own work. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team, governors and parents. Achievement and effort are celebrated. Pupils are constantly affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is outstanding in meeting pupils' needs. The school, using the Here I Am programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.

Of the total curriculum time at least 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils learning. Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered and who readily supply artefacts from home. The school implements new curriculum developments as appropriate. Enrichment activities such as trips out, residentials, after school clubs including sport, ICT, sign language and yoga all have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community. Children are enabled to pray formally and informally. The school has provided opportunities for Staff to develop the skills in planning and leading Collective Worship. The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Outstanding opportunities are provided for parents/carers to participate in a variety of celebrations of the 'Here I Am' programme and the Church's liturgical year.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show an outstanding understanding of and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement. All who form part of the school community including parents, Priests, governors and children were involved in the recent development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. Outstanding opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school e.g. involvement in developing and implementing the Mission Statement and its aims, planning and delivering Collective Worship, living out the Gospel values of courage and respect and in their behaviour to each other. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. Their analysis provides a basis to celebrate the schools' strengths and outline areas for development. The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils in the various visits to places of interest including the Cathedral and the Jewish museum. These enable an outstanding response.

Leaders and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The quality of planning and monitoring is outstanding and impacts well on provision. The subject leader is outstanding in leading and guiding Religious Education. She shows outstanding commitment and introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their involvement in shaping the Mission Statement, attendance at the various governor meetings and above all through their visits to the school while staff and pupils are present.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school. There are outstandingly positive relationships at every level within the school. Leaders and managers facilitate pupils' involvement in service to the local community particularly with their involvement in the organisation of coffee mornings for the Dawn Patrol,

Little Voices and local schools. Dialogue and collaboration is encouraged with people who hold different beliefs and values. Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. Masses and assemblies etc. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths and religions particularly Judaism, Sikhism, Hinduism and Islam. This helps to promote tolerance and respect for those who think differently.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1