

# DIOCESE OF LEEDS



## DIOCESAN BOARD FOR INSPECTIONS

### CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

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

ST WILLIAM'S CATHOLIC PRIMARY SCHOOL  
Young Street, Bradford, West Yorkshire BD89RG

School URN

107339

Date of S48 inspection and  
OE grade

27<sup>th</sup> – 28<sup>th</sup> June, 2018  
OE Grade: 2 Good

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Chair of Governors

Pat Stockdale

Headteacher

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RE Subject Leaders

Sarah Teal  
Andrew Bastable (interim)

Date and grade of last S48  
Inspection

11-12 November 2013  
OE grade: 2 Good

Section 48 Inspector/s

David Gott

# 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.

2

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

**CATHOLIC LIFE**

2

**RELIGIOUS EDUCATION**

2

**COLLECTIVE WORSHIP**

2

**Summary of key findings:**

**This is a Good Catholic school.**

- St William's Catholic Primary School is a good Catholic school where leaders, governors, staff and pupils work hard to provide and sustain a loving, caring and safe learning community built on the Gospel values of Jesus Christ.
- St William's is a very welcoming and inclusive school which celebrates the rich diversity of its pupils and where staff, working in partnership with governors, parents and the wider community, conscientiously strive to provide pupils with effective learning that is both positive and challenging.
- Due to senior leadership staff recruitment shortages, the school is currently passing through a period of challenge. However, under the strong and determined leadership of the interim headteacher and the interim deputy head, together with the experienced governing body, the school has managed to retain its focus on raising standards in the Catholic Life, Religious Education (RE) and Collective Worship (CW) aspects of the school. Considerable improvements have been achieved, especially in the school's overall teaching and learning environment.
- The recent creation of a school chapel at the centre of the school, gives witness to the school's mission '*Christ at Our Heart*' in action.
- As a consequence of the rigorous RE monitoring and self evaluation systems, introduced by school's leadership team, including governance, an accurate view of the school's strengths and areas for further development has been documented and incorporated into the School Improvement Plan.
- RE teaching is good overall with nothing inadequate.
- The school's provision of Collective Worship (CW) is good overall with nothing inadequate.
- Most pupils make good progress in RE in each key stage and achieve at least average attainment levels in RE by the end of Key Stage 2 (KS2). Data shows a rising trend over the last 2 years.

- During the course of this inspection the observed behaviour of almost all pupils was good.
- The school has developed productive partnership links with a number of other educational institutions including Leeds Trinity University (LTU), the Catholic School Partnership (CSP), Catholic Care, Bradford Children’s Social Care and St. Bede’s and St. Joseph’s Catholic College, Bradford, to which the majority of pupils transfer for their secondary education.
- The pastoral support of the parish priest strengthens home, school, parish links and encourages pupils to take on leading responsibilities in the Catholic Life of the school and the parish.
- Key issues raised in the previous Section 48 (S48) inspection have been satisfactorily addressed.
- School leadership and the governing body have ensured that all canonical and statutory duties are fulfilled.

### **What the school needs to do to improve further.**

- Continue to improve the quality of teaching and learning in RE by:
  - Sharing existing best practice from within the school and from the Catholic School Partnership to which the school belongs.
  - Providing focused Continuous Professional Development (CPD) to build teachers’ RE subject knowledge, high levels of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in RE.
- Continue to improve the quality of pupil led CW by:
  - Sharing existing best practice from within the school and from the Catholic School Partnership to which the school belongs.
  - Providing focused CPD to build teachers’ confidence in empowering independent pupil led CW grounded in high levels of pupil confidence, RE knowledge and pupils’ expertise.

### **Information about this inspection**

The Inspection of St William’s Catholic Primary School, Bradford, 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 pupils contribute to and benefit from the Catholic Life of the school.

- The quality of the provision for the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in RE.
- The quality of teaching, learning and assessment in RE.
- How well pupils respond to and participate in the school's CW.
- The quality of the CW provided by the school.
- How well leaders and governors promote, monitor, and evaluate the provision for Catholic Life, Religious Education and Collective Worship of the school.
- The extent to which any key issues identified for action in the previous S48 have been addressed.

The inspection was carried out by one inspector over one and a half days:

- An RE focused learning walk of all the teaching areas was jointly undertaken with the interim headteacher and interim deputy headteacher (also acting as interim RE subject leader).
- RE teaching and learning was jointly observed in four classes, covering all key stages. Similarly, five CW were observed, covering all key stages. These included three pupil led and two teacher led CW.
- Detailed discussion meetings were held with the headteacher, deputy headteacher/ R.E. subject leader, chair, vice chair and RE link governor, parish priest, teaching and support members of staff, pupils and parents.
- A very wide range of school Catholic Life, Religious Education and Collective Worship planning, monitoring and evaluation documentation was scrutinised, including the school's Diocesan Self Evaluation Form (DSEF) and the School Improvement Plan (SIP).
- The school's RE pupil progress and attainment tracking system was scrutinised and demonstrated by the headteacher and deputy head.
- Pupil and parent voice questionnaire survey results, headteacher reports to governors, the school's RE budget, including staff/governor training, were also scrutinised.
- A detailed scrutiny of pupils' RE workbooks and digital website RE evidence was sampled, covering all key stages.

### **Information about this school**

- St William's Catholic Primary School, Bradford, is a smaller than average sized, one form entry Voluntary Aided Catholic primary school of the Catholic Diocese of Leeds. Currently there are 181 pupils on roll, of which 47% are Catholic pupils. Pupils are taught in 7 single age classes.
- The school educates pupils from 5-11 years. The school nursery provision was closed in September 2016 due to low numbers. The school has a published admission number of 30 pupils.
- The school serves the reconfigured parish of St. Blaise and in particular the families of the incorporated parish church of Our Lady of Lourdes and St. William, in West Bradford.
- St William's serves a diverse community. Children of 17 different nationalities attend the school. Pupil numbers have started to rise slightly with the influx of eastern European Catholic pupils.
- The proportion of pupils known to be eligible for pupil premium is above average. The proportion supported through a statement of special educational need or an education, health and care plan (EHCP) is well above the national average.
- There are 5 full time and 3 part time teachers, 2 of whom hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. The full time equivalent (f.t.e.) total number

of Catholic teachers is 6. All teachers teach RE. St. William's also employs 8 (f.t.e.) classroom support staff.

- Since the last S48 inspection, a number of significant changes have taken place. Due to permanent senior staff recruitment shortages, the current interim headteacher and interim deputy headteacher joined the school in 2016. Five new permanent teaching staff have joined the school, including 3 newly qualified teachers (NQT), 1 of whom is now a recently qualified teacher (RQT). The school building has been sensitively remodelled and refurbished in some areas to enhance the Catholic identity of the teaching and learning environment for pupils and staff. In particular a small school chapel has been created within the school.
- Although largely hidden from view by industrial units, the school occupies a surprisingly spacious footprint of 5.36 acres (21,700m<sup>2</sup>) including extensive playing fields and 3 large outdoor play areas.
- St. William's has established student teacher placement links with Leeds Trinity University. The school also works in productive partnership with the Catholic School Partnership (CSP), and St. Bede's and St. Joseph's Catholic College, Bradford, to which the majority of pupils transfer for their secondary education.
- St. Williams also works in close relationship with Catholic Care, Barnardo's and Bradford Authority Children's Social Care Unit. The school employs a part time Catholic Care social worker and a Parental Involvement Worker
- The school provides a Breakfast Club and a range of extra curricular activities.
- The school has achieved the Drug Charter Mark for its anti drug education programme. The school is accredited to the International Primary Curriculum (IPC).
- The school is currently seeking academy status.

## Full report - inspection judgements

### CATHOLIC LIFE

**The Catholic Life of the school is good.**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>2</b>
The quality of provision for the Catholic Life of the school	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	<b>2</b>

- Most pupils at St. William's appreciate, actively contribute to and greatly benefit from the Catholic Life and mission the school offers.
- Pupils value and respect living and working in a Catholic school community whose mission is to put '*Christ at The Heart*' of all that it seeks to achieve and '*based upon Gospel values to provide a loving, caring and safe environment where we celebrate and welcome our rich and diverse community, recognising that we are all special in the eyes of God*'.
- Working through the school's peer elected school council, pupil voice contributed to the recent re-evaluation of the school's mission and school logo. Pupils suggested making improvements to the logo which now features widely on all of the official school documentation, the badge on the school uniform, school website and the external and internal signage of the school.
- In their efforts to live out the school mission in their day-to-day classroom lives pupils show respect for their peers and staff at the school. During the course of this

inspection, the observed behaviour of almost all pupils was good almost all of the time. Pupils exhibit a good understanding of right and wrong. Older pupils enjoy caring for younger pupils.

- There is a strong family feeling of belonging at St. William's. Pupils show a keen awareness of the needs of others and seek justice for all, both within and beyond the school community.
- The parish has a well established St. Vincent de Paul (SVP) Society and a flourishing Mini Vinnies group has been established in the school. Working in conjunction with the school council, pupils are actively implementing the society's mission of '*turning concern into action*'. In conversation with the Mini Vinnies the inspector was informed that so many pupils (over 30) wanted to become Mini Vinnies that the school council had to hold interviews to select members. The Mini Vinnies enjoyed leading the Blessing Rite at the opening of the new school chapel by Bishop Marcus. They also now take an active part in helping to lead the school's seasonal liturgical celebrations both in school and church.
- Through the school council pupils actively support a number of charitable organisations at the local, national and international levels, such as St. Pio's Kitchen for the Bradford homeless, the Diocese of Leeds' Catholic Care Good Shepherd fund, Cafod and Mission Together school aid projects.
- Each class has a nominated patron saint and feast day selected by pupil voice from a short list and the Mini Vinnies group. For example, Year 6 has St. Dominic Molokai (Feast Day 10<sup>th</sup> May) and Year 5 has St. Josephine Bakhita (Feast Day 8<sup>th</sup> February).
- The school choir visits local residential homes to sing for residents. They also visit the parish 'Tuesday Lunch and Friendship Group' to entertain parishioners. At Christmastime, they also perform at local supermarkets for the community.
- Irrespective of their own faith commitments, most pupils are proud of their school, its Catholic tradition, its links with the parish community and the wider Diocese of Leeds. Pupils, parents and staff all commented on the recent enjoyable visit of Bishop Marcus to the school.
- Each year the school celebrates 'Education Sunday' with the parishioners by asking all pupils to attend the Parish Sunday Mass wearing their school uniform. Pupils contribute to the prayers and readings.
- The school maintains a notice board inside the parish church informing parishioners of forthcoming school events and photographs of recent events. The governors also maintain an area about the work of foundation governors.
- Most pupils value the school's chaplaincy provision and actively participate in the spiritual opportunities this provides. Staff and pupils say that they enjoy the regular pastoral visits into school of the parish priest. Similarly they look forward to participating in their half termly class masses over in the parish church. The pupils have learnt the revised mass responses from their prompt cards in their RE lessons in school.
- Most pupils respond well to the opportunities the school provides for their personal support and development. The school employs a parental involvement worker and a part time social worker from Catholic Care to offer support to the most vulnerable pupils and their families by signposting them to sources of additional help locally. Parents say that assistance in completing relevant paperwork is particularly appreciated.
- There is a community notice board at the school which contains further information about forthcoming events at local drop in centres. The school website also lists family services available in the Bradford area.
- Towards the end of Year 6, high school transition visits are arranged to help ease pupils' move to secondary education. The special educational needs coordinators (SENCOs) from St. Bedes and St. Joseph's Catholic College and other high schools to

which pupils transfer are always invited to attend the final review meeting of pupils with an Educational Health Care Plan (EHCP) before their transition to secondary education.

- The school's Personal, Social, Health, Citizenship Education (PSHCE) programme manifests itself in many practical facets of day-to-day school life. Pupils' friendship bonds cross cultural, faith, social and economic boundaries such that most pupils are happy, confident and largely secure in their own physical, emotional and spiritual growth.
- The school has an approved Education for Personal Relationships (EPR) policy and programme of study covering Relationships and Sex Education (RSE) in line with guidance from the diocese.
- The school has also achieved the Drug Charter Mark for its teaching programme on the dangers of the misuse of drugs, which was carried out with support of staff from the nearby Bradford Pupil Referral Unit (PRU).
- Relative to their age and ability, most pupils have an understanding of what it means to have a vocation and use their abilities in the service of others.
- The school invited a 4<sup>th</sup> year ordinand, studying in Rome but on placement in the parish, to come into school to talk to the pupils and answer questions about his vocation.
- The school offers pupils a wide range of activities to explore their particular gifts and talents both inside and outside the classroom context. Music and sports coaches come into school every week and this provides pupils with wider opportunities for networking with other Catholic schools across the diocese, to further improve their performance skills. Pupils say that they are always proud to represent their school at such events.
- Similarly the school provides a wide range of clubs such as dance, choir, football, gardening and Minecraft.
- The school's twitter feed, termly RE newsletters, weekly Wednesday Word and school website clearly proclaim the school's Catholic identity and promote good communications across the whole home, school, parish community. The school publishes the weekly church bulletin on the school website. A particularly poignant section of the school website is the '*Glimpses of God*' section, which briefly highlights the many ways in which pupils contribute to and benefit from the Catholic Life of the school as it is celebrated throughout the Church's liturgical Year at St. William's.
- The school issues a half termly school RE newsletter which informs parents/carers of the RE themes the pupils will be covering over the next half term period. It also provides extracts from the Church's calendar of saints.
- The school mission statement is carefully thought through and has been reviewed recently ensuring that pupils, parents, staff and governors all had a voice. It reflects the educational mission of the church and is displayed in age appropriate child friendly language in all the worship areas of each classroom next to their class creed.
- All teachers teach RE and together with support staff, actively play their part in helping to make the school mission a living reality in the day-to-day life of the school.
- Staff promote high standards of pupil behaviour and are good role models in their respect for their colleagues and for the pupils they teach.
- Leaders and governors give the promotion of the Catholic Life of the school the highest possible priority and as such it is seen as a core leadership responsibility. Leaders and governors are energised by their task and lead by example. This is particularly evidenced in the rigorous monitoring and self evaluation carried out by the schools senior leadership team including the RE subject leaders. The Catholic Life of the school is a standing agenda item at staff and governor meetings.
- The school has established productive RE links with the 20 Catholic schools who together form the Catholic School Partnership (CSP) of Bradford and Keighley. Staff

undertake joint CPD on Catholic Life, RE and CW with the CSP. The school also works in partnership with Leeds Trinity University, the Leeds Catholic Diocesan Vicariate for Education and other key partners. At least one training day each year is given over to reviewing the Catholic Life, RE and CW of the school.

- A strength of the school is the lengths that leadership goes to engage with almost all parents/carers and especially those for whom English is not their first language and/or those who might find working with school difficult. The services of Bradford Council have enabled various school documents to be translated into parents/carers first language. For example, 'Welcome to the School' leaflets, written in several different languages are now freely available in the main school reception area.
- The school leadership and school council also organise various termly afternoon social events to celebrate the diversity and cultural heritages of the pupils attending the school. For example recently two very successful cultural afternoons have been held in school - one to celebrate Polish culture and heritage with music, dance and food associated with their heritage, and another to celebrate the Slovakian way of life. Subsequently the Polish Ambassador to the UK contacted St. William's by twitter to thank the school for this initiative.
- The school leadership recognises that for many parents and visitors, the school may be their first contact with a Catholic faith community. Consequently the school's very high quality visual imagery is used to great effect to reflect the prayer and worship life of the school. Through appropriate signs, symbols, Icons, religious artefacts and liturgical displays it can be seen that belief in Jesus Christ and his church are central to the whole faith community of St. William's.
- Governors have availed themselves of appropriate CPD through the CSP and the diocese.
- The school is sensitive to the pastoral needs of staff and carries out an annual staff welfare survey.
- The governing body have established effective partnership arrangements with the Catholic Diocese of Leeds, Bradford Education, and other sources of support and advice to ensure that wise decisions are taken to ensure the safety, security and well being of all pupils and staff at the school.

## RELIGIOUS EDUCATION

### Religious Education is good.

How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
The quality of teaching, learning and assessment in Religious Education	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	<b>2</b>

- Most pupils joining the school in the early years foundation stage show little knowledge or understanding of the Catholic faith. However as they move up through the school, because of good teaching, most pupils make good progress in their RE knowledge throughout each key stage.
- Most groups of pupils, including those with particular learning needs also make comparable progress to that of other pupils.

- By the end of Key Stage 2, (KS2), most pupils achieve at least average attainment levels in RE, as evidenced from data on the school's enhanced pupil progress and attainment tracking system and available moderated data from the Catholic School Partnership (CSP) to which St. William's belongs. RE attainment shows an upward trend for the school over the last 2 years.
- As evidenced in RE lesson observations and pupil work scrutiny across all key stages, most pupils, relative to their age and capacity, are becoming increasingly religiously literate and can recognise, understand and frequently use appropriate driver words in what they say and in what they write.
- Older pupils are beginning to understand both the demands and the commitments of living out the school's mission in their day-to-day classroom lives at St. William's.
- Most pupils say that they enjoy their RE lessons. Classroom observations confirm this, as most pupils approach their RE work with interest and enthusiasm. Pupils generally take a pride in their RE work and their written work is generally of a good quality.
- Pupil behaviour observed in RE lessons is good because the pupils are interested in their RE work and consequently there are few distractions.
- Conversations with pupils further evidence that most pupils have a good understanding of how well they are doing in their RE work. The school's use of the self evaluation 'I can' statements, inside the cover of pupils' RE books helps pupils to navigate and chart their own progress and see what they need to do next to improve still further in their RE work. The school's marking policy is generally well applied by teachers and also provides good quality feedback to pupils on their progress and encourages their further engagement in the topic by signposting next steps.
- Good use of RE working walls were evidenced whereby appropriate pupil progression is monitored through each class displaying appropriate work related to the same topic. Themes in the main school hall covered 'Parables; 'Love' and 'Forgiveness'.
- The quality of teaching in RE is good overall with nothing inadequate. Where the most successful lessons were evidenced, the teachers supplement their lessons in creative ways which more fully engaged the pupils' interests. Similarly such lessons typically have a good pace because the teacher manages time well and ensures that pupils are able to complete and feed back on their learning tasks within the lesson time available to confirm that their good learning is secure. This is not always the case in the less successful lessons.
- Most teachers have a good and growing RE subject knowledge and understanding of how pupils learn, as a result of the school's well targeted continuous professional development (CPD) in these key areas.
- School leadership and governors have ensured that the school's RE curriculum meets the requirements of the Bishops' Conference in all aspects and in all key stages, with 10% or more of the timetable allocated to RE.
- The school has adopted as the core RE programme, the diocesan approved 'The Way, the Truth and the Life' (WTL). The school has further enriched the RE curriculum with a range of additional teaching resources such as Statements to Live By, Cafod International Aid projects, Mission Together and Catholic Care charitable outreach themes, visits into school of members of religious communities and visits out of school to places of religious interest including those of other world faiths.
- All pupils in KS2 have visited a local mosque as part of the school's termly inter-faith weeks, learning at first hand about Islam.
- The school has good links with Bradford Interfaith Centre. Visits are also made to the Bradford Peace Museum.
- Leaders and governors ensure that the RE budget is given the same priority for resources, including CPD, as other core curriculum areas. Recent priorities have included further developing the school's Catholic identity by improving all the worship

areas in the school –most notably by creating a purposeful school chapel located in the centre of the school. Staff, parents, governors and pupils say how much they love visiting the chapel for quiet reflective prayer.

- School leadership and governors have significantly improved and enhanced the overall school’s teaching and learning environment with branded signage bearing the school logo and motto ‘*Christ at Our Heart*’. Title display boards evidence the school’s links with the parish as well the role of the Mini Vinnies and school council.
- All teaching staff have undertaken the necessary CPD to deliver the RE curriculum. Staff have also undertaken specific CPD on developing Collective Worship.
- All subject leaders are part of the CSP network group and attend moderation and assessment training workshops which include RE. Some peer-to-peer moderation has taken place within the school.
- The school employs a specialist leader in education (SLE) on a part time basis. She has also been instrumental in helping to develop appropriate induction materials for the staff handbook and the school’s ‘Learning and Teaching’ guidelines for staff.
- In conjunction with the diocese and CSP, the school is trialling methods of assessment without levels in RE to build further staff confidence in accurate assessment.
- Leaders and governors actively promote closer home, school, parish links and especially reach out to involve those parents who may feel insecure in an academic environment in school decision making.
- The school holds two parents’ evenings per year over a total of four days as well as providing parents with an end of year informative written report which includes details of the child’s progress in RE and what their child needs to do next to improve.
- Leaders and governors’ self evaluation procedures for RE are thorough and accurate. The link governor for RE is a frequent visitor to the school and liaises with the RE subject leaders and headteacher to ensure that areas identified for further development in RE are correctly prioritised and incorporated into the School Development Plan for action to be taken which lead to outcomes in RE that are, at least, good..
- Leaders and governors have a performance management system in place which supports and challenges staff to play their appropriate part in making the school’s mission become a living reality.
- The foundation governors have remained faithful stewards of the school’s foundation document ensuring that the school’s RE and worship still conform to the norms of the Catholic Church and that the school serves as a witness to the Catholic faith in Our Lord Jesus Christ.
- The interim headteacher, interim deputy headteacher, RE subject leader, governors and staff have been instrumental in improving the Catholic Life, RE and CW of the school. The overall learning and teaching environment for pupils and staff have been imaginatively transformed and proudly proclaims the school’s Catholic identity.

## COLLECTIVE WORSHIP

### Collective Worship is good.

How well pupils respond to and participate in the school’s Collective Worship	<b>2</b>
The quality of provision for Collective Worship	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>2</b>

- Collective Worship is a key part of school life and prayer and is included in almost all school celebrations at St. William's. The school follows diocesan guidelines in CW. Most pupils evidence familiarity with the Church's Liturgical year.
- Collective Worship at St. William's takes many forms. In addition to class prayers, worship on Mondays is based primarily around the week's 'Statement to Live By'. On Tuesdays there is 'Liturgy through Song'; Wednesday and Thursday teacher and pupil led CW and on Fridays a whole school liturgy which celebrates the successes and talents of the pupils.
- Observed CW evidenced that pupils gather together in a calm, orderly and expectant manner wanting to take part in the experience, regardless of their own faith backgrounds. Pupils are very willing to engage with the chosen themes and respond well. They particularly enjoy taking part in singing hymns that they know well. Pupils generally know and can recite their school and class prayers with confidence and understanding.
- Pupils generally maintain reverent behaviour, especially during periods of silent meditation
- As pupils move up through the school, relative to their age and capacity, pupils show evidence of their growing liturgical literacy. For example, they listen with understanding to the liturgical significance of the particular scripture readings and are able to respond to the Word of God in prayerful silent meditation.
- Pupils actively respond to the mission aspect of CW and in discussions with pupils afterwards, some were able to say what they would most remember from the experience.
- Where pupils regularly prepare and lead worship they do so with a good degree of confidence. Where pupil led CW is less well developed, teachers assist and support pupils to become more confident and knowledgeable about planning and delivery of good CW.
- There is a tendency, with the very best of intentions, to micro manage pupil led CW rather than to 'let go' and allow pupils their independence in the preparation and delivery of their CW –even though they may make mistakes in the early days.
- Collective Worship provision at St. William's is good overall. It is given a high priority and as such at the beginning of each academic year a liturgical calendar of worship is worked out for the school involving each class taking responsibility for appropriate seasonal liturgical celebrations.
- In the more successful, confidently and independently pupil led Collective Worship evidenced, excellent peer-to-peer questioning fully engaged the immediate interest of all the pupils. As for example, when in an older class, the pupil leaders posed questions to their peers about what they thought the symbolic significance was between the everyday items that were assembled in the centre of the CW focal point such as a bunch of keys, a toy boat, a tent peg, a picture of the pope and a children's bible. After some clues were given about the forthcoming holyday of St Peter and St Paul, pupils were quick to see the significance. The leaders respectfully read their self selected bible readings about how Peter and Paul both let Jesus down in their lives. The leaders then led the meditative silence to reflect on how we may have let Jesus down ourselves. The leaders had even noted '10 seconds' in their planning sheet for the length of the silence – the worship ended with a simple act of contrition followed by the 'going forth', "Go and spread the good news like St Peter and St Paul," giving each child a small yellow motif of a brick wall with the words 'spread the word of God' written on the motif, to build heaven here on earth one brick at a time. In conversations afterwards the leaders said that so many pupils volunteer to lead a CW that they were very lucky to have been selected. They said that they had jointly planned the CW the day before and that they wanted it to be good!

- In the less developed less confident pupil led CW evidenced, pupils were largely micro managed by the helpful class teacher who was trying to build up pupils' self confidence in leading a CW.
- During Lent and Advent, pupils, staff and parents are invited to attend voluntary reflective worships held before school in the new school chapel. During the month of May the school offers similar opportunities to pray the rosary together.
- The Wednesday Word is distributed weekly to encourage family prayer and reflection to be continued at home. Parents commented on how useful they found this publicity – particularly if they were not members of any particular church.
- Staff and governors new to the school are offered good induction support and training on the Catholic Life, RE and Collective Worship aspects of school life.
- The RE subject leader is committed to the development of worship to enrich the spiritual life and development of pupils. She has modelled Collective Worship for teachers and organised CPD training for staff in conjunction with the Catholic School Partnership.
- Pupils from St. William's have also attended CW at other Catholic schools and vice versa.
- School leaders know how to plan and promote delivery of quality CW and model good practice for staff and pupils when they do so. They are skilled at producing seasonal liturgical celebrations which involve whole key stages. Parents are always invited to attend and, as evidenced in video clips, do so in pleasing numbers.
- Leaders and governors have developed appropriate monitoring and evaluation systems which correctly identify strengths and areas for further development in CW. Action is targeted upon school improvement.
- The RE budget has been used to purchase appropriate artefacts for each year group to resource the CW focal point in each classroom and the wider school worship areas.
- An outstanding addition to the Collective Worship life of the school since the last inspection is the creation of a small chapel at the centre of the school. A great deal of careful thought and effort by school leadership, governors, by staff and pupils has gone into this highly successful project.
- The school chapel contains a discreet quotation above the door which can only be seen once people are inside the chapel. Matthew (18:20) ('Where two or three are gathered in my name, I am gathered in their midst. Ask and you shall receive').
- Parents comment: "I often pop in to say the rosary before the school day"; "It's not just a school church, it's a church for everybody"; "I have a wheelchair bound child but the school have ensured that the chapel is easily accessible"; "The Bishop's visit here was a lovely family experience for us all".
- Similarly, the refurbishment of the school's teaching and learning environment, including attention to the schools visual imagery, greatly enhances the CW of the School.
- Great attention is given to the appropriate placement of RE artefacts to gain maximum impact. For example the carefully selected 'stations of the cross' are mounted at child height around the school hall. High level pupil designed stained glass windows depicting 'Friendship' and the school logo, prominently shine down into the school hall for all to see and have a positive prayerful impact on the overall atmosphere of the learning environment. Similarly the original carved wooden altar piece from the parish church has been saved and now forms the backdrop to an appropriate liturgical display which maintains the school's links with its parish history and provides a focus for seasonal liturgical worship.
- St. William's is a school where Christ is truly at its heart, where every child matters and is cherished for who they each uniquely are, every bit as much as for what they may achieve. Through the school mission, all pupils are encouraged and supported to

achieve their full potential and based on Gospel values supported to develop as independent young people capable of making the right choices as they meet the challenges of their faith journey through life.