



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST BENEDICT'S CATHOLIC PRIMARY SCHOOL

WARRINGTON

Inspection Date: 19 October 2010

Inspectors: Rev D. Melly Miss J. Mosinski

Unique Reference Number: 111308

Inspection carried out under Section 48 of the Education Act 2005

Type of School: Primary School

Age range of pupils: 3 - 11

Number on roll: 234 (Including 34 Nursery pupils)

Chair of Governors: Mrs J. Austin

Head teacher: Mr K. McCourt

School address: Quebec Road
Warrington
WA2 7SB

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Date of last inspection: 19 June 2007

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 Warrington and mainly serving the parish of St Benedict. There are 234 children on roll of whom 210 are baptised Catholic, 2 come from other Christian denominations and the remaining pupils have no religious affiliation. There are 10 teachers of whom 9 teach Religious Education. Nine are Catholic. Seven teachers have a suitable qualification in Religious Education. Since the last inspection a new deputy headteacher has been appointed.

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

2

The school's capacity for sustained improvement

1

Main Findings:-

The school is good overall 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 securely maintained and built on previously good performance. A tracking system for RE has recently been implemented which allows for identifying pupil progress and enables SLT to monitor the effectiveness of RE teaching. Assessment in RE has been developed. Pupils are being encouraged to plan and lead their own Collective Worship. Self evaluation is rigorous and very accurate and clearly identifies areas for further development. Outcomes for pupils are good with some evidence of excellent achievement. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. 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 mainly by the coordinator who disseminates information received on the various courses provided by the Christian Education Department. This is supporting their ongoing development. The coordinator is eager for teaching staff also to avail of the inservice provided by the Department for Christian Education. Realistic and challenging plans stem from the tracking which has begun together with a developing monitoring programme.

Overall the school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- To further develop the assessment and tracking that is in place by:
 - Continuing to work with coordinators within the area
 - Continuing to provide staff development opportunities within the school;
 - Accessing inservice courses provided by the Department for Christian Education.

- To further develop the monitoring already in place to ensure consistency across the whole school by:
 - Setting up a rolling programme of monitoring in school' including lesson observations;
 - Sharing good practice within the school.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school many children have limited or no knowledge and understanding of the Catholic faith. Pupil's attainment in Religious Education is good. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessments undertaken provides evidence of pupils' generally attaining the appropriate level for their age and stage of development in each key stage. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. 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. Pupils are encouraged to work independently and collaboratively. Pupil's 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 the care and concern not only for each other (as evidenced by their behaviour on the day and the Buddy system in place) but for anyone in any kind of need (as evidence by their enthusiastic commitment to fund raising). 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 as they plan and lead Acts of Collective Worship and get involved in the Buddy system. Year 6 pupils benefit from participation in away days and retreat activities in the local secondary school. Pupils are considerate and caring of others both in school and the wider community. They entertain the parish lunch club and the residents of the local care home. Pupils have a good sense of right and wrong and apply this in their personal relationships. Education for personal relationships particularly through SEAL has fostered positive attitudes in pupils. 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 increasingly more confident in preparing and leading worship as witnessed in year 6. They act with reverence and are keen to participate in a variety of gatherings. They 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	2
<ul style="list-style-type: none">• pupils' standards of attainment in Religious Education	2
<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, engaged and make outstanding progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources especially the interactive whiteboards and particularly the use of PowerPoint. Photos, activity sheets, teaching assistants and other adults are also extremely well used. Teachers and others use a variety of strategies to sustain and motivate pupils: praise and encouragement, highly effective questioning, talking partners and role play. Pupils are informed of their progress and how to improve both orally and through marking.

The assessment of pupils work in Religious Education is good and is benefiting from the RE coordinators work with other coordinators in the area. The school has good 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 plan for further progress. 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 affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is good 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 newsletters are provided for parents who are consulted on different issues depending on the topic being covered. The school implements new curriculum developments as appropriate. 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 provides opportunities for Staff to develop the skills in planning and leading Collective Worship. The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Excellent opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the 'Here I Am'

programme and the Church's liturgical year. This cooperation is particularly evident on Warrington Walking Day.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2
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 amazing understanding of and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement: 'A loving Christian Family nurturing and celebrating all our gifts, talents and achievements through the example of our living faith'. All who form part of the school community including parents, Priests, governors and children were involved in the 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. Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school as evidenced by the excellent, warm and loving relationships within the school. 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 SED is very comprehensive, rigorous and accurate and is obviously having great impact on the Catholic life of the school. The school provides excellent induction and inservice training to enable staff to further understand the Church's Mission in Education and play their unique part in it. This is mainly provided by the Religious Education coordinator and the SLT.

Leaders and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The school recognises the need to firmly embed this. Planning is good and monitoring is beginning to impact on the future planning. Monitoring of teaching is developing and has already been identified as an area for further development. The subject leader is firmly committed to further develop the Catholic Life of the school and the Religious Education curriculum. The subject leader is outstanding in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. In all of this she is encouraged and supported by the SLT of which she is part. Excellent 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 are obviously passionate about both the Religious Education and the Catholic Life of the school. They are playing effective part in helping to shape the direction of the school through their commitment to governors meetings. They are very keen to be kept informed about the curriculum and the Catholic life of the school and

offer suggestions where appropriate. They were described in the Section 5 report as 'critical friends'.

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 positive relationships at every level. Leaders and managers facilitate pupils' involvement in service to the local Faith and religious communities especially on Warrington Walking Day. They recently organised all schools in the area to work together to help send the brother of two of the pupils to the United States for specialist treatment to restore his sight. Pupils have been involved in providing entertainment for the parish lunch club and the local residential care home. They are particularly keen to help agencies like Nugent Care and CAFOD in their work with the wider and global community. They have warmly welcomed and supported pupils from other cultures into their school – one Polish mother of a child in nursery came into school to help the children share a Polish celebration of Christmas. Parents have a loyalty and commitment to the school that goes back many generations. They are kept well informed of the schools' activities and are invited to participate where appropriate in the life of the school. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of Judaism, Hinduism and Sikhism and are keen to also introduce Islam when funding will allow. This helps to promote tolerance and respect for those who think differently. The school is aware that this work would be enhanced if guest speakers from other faiths were to be invited to talk to the pupils. Those who recently attended the day on Judaism in LACE are already keen to invite the leader of that day to come to the school.

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	2
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