

Diocese of Wrexham



SECTION 50 INSPECTION REPORT

Blessed William Davies Catholic Primary School

Head Teacher: Mrs. Colette Owen
Chair of Governors: Mrs. Bernadette Davies

Date of Inspection: 9th and 11th October 2017
Inspectors: Mrs. Cheryll Oliver & Mr. Stuart Plunkett.

Canonical Inspection under Canon 806 on behalf of the Bishop of Wrexham and Inspection of Denominational Education under Section 50 of School Inspections, Education Act 2005

Main Judgement: Overall Effectiveness

Key Question 1: How good are outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

What the judgement means

Excellent.	Many strengths, including significant examples of sector leading practice or practice that is both consistent and highly effective.
Good.	Many strengths and no important areas requiring significant improvement.
Adequate.	strengths outweigh areas for improvement.
Unsatisfactory.	Important areas for improvement outweigh strengths.

The table below shows the terms Diocesan inspectors use and a broad idea of their meaning. It is for guidance only.

Proportion.	Description
With very few exceptions.	Nearly all
90% or more.	Most
70% or more.	Many
60% or more.	A majority
Close to 50%.	Half/around half
Below 40%.	A minority
Below 20%.	Few
Less than 10%.	Very few

Copies of this report are available from the school.

INSPECTION REPORT

INTRODUCTION

The Inspection of Blessed William Davies Catholic Primary School has been carried out in accordance with the Framework and Schedule for Section 50 Inspections (2010) issued by the Diocese of Wrexham and approved by the Bishop. The process of inspection in the Diocese has been developed as an activity of the Church to support schools in both maintaining and developing the quality of Catholic education provided.

The inspection of the school was carried out by two diocesan appointed Inspectors. They visited the religious education lessons and held meetings with the Head Teacher, the Chair of Governors, the Parish Priest, members of staff and pupils. They also received the parents' questionnaire. They observed the school's work and provision, including prayer and collective worship. They looked at a range of evidence, including in particular, the school's own self-evaluation, the school's development plan and the pupils' recorded work.

DESCRIPTION OF THE SCHOOL

The Blessed William Davies Catholic Primary School is situated in the seaside resort of Llandudno and serves the parishes of: Our Lady Star of the Sea Llandudno, Most Holy Family Llandudno Junction, St. Michael and All Angels Conwy, St. Mary of the Angels Llanfairfechan and The Good Shepherd Llanrwst. The school's mission statement is, "As God's family, we live, love and learn happily together, trying our best in all we do."

The school has 112 pupils on roll, including a part time Nursery. The school has a pre-school playgroup on site providing a 'wrap around' service for the nursery pupils and it is planned to open an after school club after the October half term. Among the pupils 21% are eligible for free school meals and 29% have English as an additional language. None of the pupils come from Welsh speaking homes.

OVERALL EFFECTIVENESS

GOOD

Blessed William Davies Catholic School is a good, caring, Catholic school with a strong Catholic ethos which permeates the life of the school. The pupils are both courteous and polite, and their behaviour in and around the school is very good. Most pupils are well engaged in their learning. The school will benefit further from continuing with the initiatives identified in their Self Evaluation Report and the recommendations contained in this Inspection Report. The school has in place a Development Plan that is both purposeful and manageable.

Prayer and Collective Worship are well planned and inclusive. Displays around the school contribute to the school's Catholic ethos and they are attractive and well maintained. The school makes an active contribution to the life of the parish, the wider community and charitable organisations, and it is well supported by the local Parish Priest. Nearly all the pupils and parents express positive views about the school. Parents value the Catholic ethos of the school and the welcoming atmosphere which permeates the life of the school.

The school follows the common religious education programme 'Come and See'. As a Catholic school the school's outcomes in Religious Education are good overall and the many strengths outweigh the areas for improvement.

PROSPECTS FOR CONTINUED IMPROVEMENT

GOOD

Since the last inspection the school has developed the self-evaluation process to clearly identify areas for further school improvement. Systems have been established for recording, assessing, evaluating and monitoring in religious education, although some areas are still at an early stage of development and will require further development. Therefore, the school is judged to have good capacity for continued improvement.

WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER

- The school should now ensure that differentiation by task is regularly used to support and extend the pupil's learning.
- Develop further systems for marking and feedback across the school which focus on next steps, so that all pupils know what they need to do to improve their work.
- Develop further to embed fully the assessment procedures which the school has already introduced.

HOW GOOD ARE THE OUTCOMES:

GOOD

The outcomes for pupils in religious education, across the school are good. All members of staff have high expectations for the pupils be that within the actual lessons taught in the curriculum, or in the wider aspects of school life.

The Mission Statement of the school is 'As God's family, we live, love and learn happily together, trying our best in all we do'. During the inspection visit it was evident that all members of the school family work hard to actively bring to life and live this Mission Statement. This was reflected in the good relationships and mutual respect both staff and pupils have for each other.

The inspection found that nearly all pupils throughout the school enjoy and fully take part in the learning opportunities provided for them. For the most part, and generally speaking most

pupils have knowledge and skills appropriate to their age and ability. Pupils in Foundation Phase were able to listen attentively and engage well with their new topic 'Welcome'. They showed enthusiasm for their learning and used their skills in I.T appropriately. In Key Stage 2 the pupils were able to recall their previous learning and share their ideas on the topic 'Chosen'. Most pupils make good progress relative to their individual starting points in religious education, in skills, knowledge and understanding.

The standards of attainment reached by the pupils at the end of their respective Key Stages are generally good. However, the standards reached in religious education when compared to those in English are not as good in terms of the higher levels i.e. Outcome 6 at the end of Foundation Phase and Level 5 at the end of Key Stage 2. This is to do with the expectations in the programme and is an area for the school/Diocese to keep under review.

The work provided for the pupils for the most part is differentiated appropriate to their level of ability. There is evidence of teachers differentiating work for the pupils by task however; work is more often than not differentiated by outcome.

Most pupils take care and pride in the work that they produce and standards of presentation are for the most part good. Most pupils are happy to talk about their work and share their views.

Teacher Assessment is now more accurate. The school has put together portfolios of levelled work to support whole school assessment procedures. The work of the pupils is tracked as they progress and move through the school. This now needs to be further developed and embedded. When marking, teachers always respond to the work of the pupils in a sensitive, supportive way. Comments used by the teachers frequently refer to the driver words of the particular level descriptors. The pupils also have regular opportunities for self and peer assessment. Feedback provided to the pupils as part of this process now needs to be more specific in order to provide the pupils with a target or next step. This will help to ensure that all pupils make progress from lesson to lesson and assist in further raising the standards in religious education throughout the school.

The school's prayer and collective worship observed during the inspection visit was good. Regular opportunities are provided for the pupils to pray and worship together throughout the school year. On these occasions the pupils sing well and join in with prayers appropriately. On some occasions the pupils are given the opportunity to play a part in the organisation and planning of Collective Worship. The Head Teacher led the whole school in a collective act of worship which focused on developing the many talents and gifts given to us by God. 2 pupils read from Corinthians 12 and all the pupils shared their ideas on how we can recognize the gifts we have been given. They sang together 'Father in my life I see...' A particularly notable touch was for all classes to receive a copy of the reading to later display on their prayer focus in class.

To support the pupil's experience and understanding of the Catholic life of the school, the school has organised visits to Pantasaph to take part in The Way of the Cross at Easter time and as a retreat for the school's older pupils. All of these occasions are very special times for the pupils and staff.

Most pupils show a good understanding of religious seasons and feasts and are at ease when praying with each other. They appreciate the importance and reverence of what is taking place during these occasions.

The pupils are proud of their school and some take on additional roles and responsibilities to promote the Christian, caring aspects of school life for example as Play leaders and School Council representatives.

The school has a good relationship with its Catholic feeder parishes and regularly plays an active part in the celebrations within these parishes. The diocesan family life worker has also been a recent visitor to the school to work with and support parents and families from the school.

The school has recently piloted the new Diocesan scheme 'Journey in Love'. This is used to assist the pupils in developing their knowledge and understanding of human relationships.

During the inspection, the behaviour of the pupils throughout the school ranged from good to very good with any instances of potential low level distracting behaviour being managed well by all staff so as not to disturb the learning of the other pupils. The pupils regularly respond to the needs of people beyond the school through the sponsorship of various charities.

The Head teacher leads the school by example and sets high expectations for both herself and all her staff and the children in her care.

HOW GOOD IS PROVISION

GOOD

The quality of teaching across the school overall, is good. Most teachers plan their work effectively, though much of the differentiation is by outcome and only some is by task. The pupils contribute to their work through their pupil voice, and nearly all pupils are engaged in their learning and show interest in their work.

Additional adults in the classroom support the pupils effectively to access the curriculum and so help to enhance their learning.

Work is marked consistently, with many teachers using 2 stars and a wish. The school will now benefit from developing a more focused, specific style of marking and feedback to target the next steps in the pupil's learning .The school has implemented the diocesan assessment guidelines and these help to provide a picture of individual pupil progress. The school now needs to develop further these procedures .During the inspection pupils were observed to be making good use of peer and self-assessment.

The school has begun to develop moderated profiles of pupil work, and they intend to extend this by working alongside other local primary schools.

The school is using the 'Come and See' programme advised by the Diocese and this meets the requirements of the Curriculum Directory for Religious Education, allocating 10% of curriculum time to the teaching of Religious Education.

The pupils also enjoy and benefit from a number of clubs and activities provided by the school, and these include: gardening, cooking, football, netball, chess and prayer group.

The collective worship observed during the inspection was good and reflects the Catholic character of the school. Worship, prayer and music all help to assist in the moral and spiritual development of the pupils.

There is evidence to support the planning and evaluation of collective worship in the school and the subject leader has the necessary skills and knowledge to support and develop the staff in their planning, leading and evaluation of collective worship.

The Welsh language and culture are acknowledged and recognised in the classroom and during collective worship, through the use of incidental Welsh.

Attractive displays and the use of focus tables in the classrooms and around the school help to stimulate the pupil's engagement with Religious Education.

Parents and other members of the parish are encouraged to join with the school to celebrate School Mass. The Parish Priest is very supportive of the school and its Catholic mission and he regularly celebrates Mass for the pupils in school.

HOW GOOD ARE LEADERSHIP AND MANAGEMENT

GOOD

The Head teacher/Subject Leader is committed to, and passionate for the continued development of the Catholic life and character of the school. She leads by example and knows the school very well, working alongside the Governing Body to develop the staff and the pupils in her care. She knows the strengths of the school and the areas which require further development to move the school forward. The Head teacher keeps the Governing Body well informed and they show a commitment to the further progress and developments taking place within the school through their involvement in the documentation the Head teacher provides for them in the school's self-evaluation and school development plan.

The school's mission statement is evidenced throughout the school and the school policies are reviewed by the Governing Body on a 3 year rolling programme. The governors have established a 'Mission and Purpose Committee' to review and monitor the Catholic life of the school. They have recently adopted the Diocesan Human Relationships Education programme 'Journey in Love'.

The school and the Governing Body both monitor the school's procedures, which include classroom observations, book scrutiny and learning walks. These monitoring activities help the school to identify their priorities for continued school improvement.

Nearly all pupils and parents express positive views about the school. Most pupils have been able to express these views through a questionnaire and their School Council, which affords them the opportunity to help decide upon school priorities and the charitable organisations which they wish to support.

The Head Teacher encourages good relationships with the parishes and with the local parish priest who is very supportive of the Catholic ethos of the school.

Through their studies of Other Faiths, Global Citizenship and Sustainable Development the pupils are able to recognize the beliefs and needs of other people different from their own.

The school is active in its support of a number of charitable organisations and they have been able to help: CAFOD, Marie Curie and Mission Together. The pupils were also able to benefit from the 6 week placement of a teacher from Lesotho.

The school supports the parents by keeping them informed of the work of the school and in what is happening in Religious Education, through the School Prospectus, Governor's Report to Parents and the newsletter. The school also provides a number of initiatives to support the parents which include: The Diocesan parenting programme, Playsacks and PEEP.

Appendix 1. Evidence Base

The school's self-evaluation reports and other relevant documentation

Meetings with the Head teacher and Religious Education subject leader

Meetings with the Chair of Governors

Parent Questionnaires

Lesson observations

Scrutiny of planning and assessment

Scrutiny of pupils' work

Scrutiny of displays and prayer tables

Attendance at class and whole school Collective Worship

Discussions with pupils

Discussions with staff

Observation of daily routines

The Diocesan Inspectors wish to express sincere thanks to the Governors, Head teacher, staff, parish priest, parents, pupils and parents for the courtesy and co-operation received during the inspection.
