



# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 100737**

**St William of York Catholic Primary School**

**Brockley Park**

**Forest Hill**

**SE23 1PS**

**Inspection date: 29<sup>th</sup> March 2019**

**Chair of Governors: Mr J. Douglas**

**Headteacher: Ms S. Lynch**

**Inspectors: Ms A. Oddy**

**Ms S. Hulme**

## **EDUCATION COMMISSION**

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**Director of Education: Dr Simon Hughes**



## Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St William of York is a one form entry voluntary aided school in the local authority of Lewisham. It is in the Lewisham deanery of the Archdiocese of Southwark. The principal parish which the school serves is St William of York, Lewisham. The proportion of pupils who are baptised Catholics is 96%. The average weekly proportion of curriculum time given to Religious Education is 10% in key stage 1 and 10% in key stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 233. The attainment of pupils on entering the school is generally below average. The proportion of pupils for whom pupil premium funding is received is 11%. Six pupils have a statement of Special Educational Need and / or Disability (SEND) or an Education and Health Care Plan (EHCP). An additional 29 pupils receive SEND support in class. The school population is mixed and reflects the multicultural neighbourhood. The proportion of pupils from homes where English is spoken as an additional language is 41%.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St William of York is an outstanding Catholic school because:

- The mission statement is central to school life and is evident in the excellent relationships between staff, pupils, parents and governors. There is a strong sense of community, with parents and pupils describing the school as a family. Parents know they are welcome in school and appreciate the care and support the school offers. Close links with the parish are greatly valued by all members of the school community. The strength of the parish / home / school partnership is exceptional.
- The school's Catholic life includes and embraces all members of the school community. Governors, school leaders and staff are committed to ensuring the well being and personal development of each pupil. Pastoral care is excellent. Pupils are encouraged to consider the needs of others, in their school community and beyond. They are active in fundraising for those in need and in participating in events in the community.
- Pupils demonstrate a very good knowledge of Scripture and are confident in talking about their faith using appropriate religious language. They are thoughtful and reflective learners. All groups of pupils make very good progress and achieve well. High quality teaching inspires and motivates pupils, resulting in high standards of written work and pupil attainment.
- High quality collective worship nurtures pupils' spiritual growth and their sense of belonging to a worshipping community. They are encouraged to plan and lead worship and do so with confidence and enthusiasm. Pupils act with reverence and respect, knowing that these are special times and form part of their relationship with God.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Use the sharing of best practice and focused monitoring to ensure that all prayer focus areas and Religious Education curriculum displays are of consistently high quality across the school.



## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### Catholic Life

1

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 for the Catholic Life of the school.

1

### Religious Education

1

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

1

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

### Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

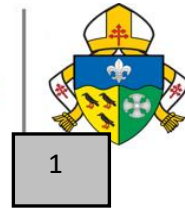
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The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1



## CATHOLIC LIFE

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils demonstrate knowledge and understanding of the mission statement and know it is at the heart of their school. They recognise their responsibility to put it into practice in their school community and beyond.
- Pupils are kind and helpful to each other. The Buddy system enables older pupils to help, guide and support younger ones. Peer mediators support pupils in the playground, resolving disputes and ensuring that pupils do not feel lonely or left out. Pupils are conscientious in these roles, recognising that these are opportunities to serve others and their school. Pupils and parents spoke appreciatively of the Buddy and Peer Mediator systems, describing them as effective and valuable.
- The Growing in Faith Together (GIFT) group is a group of pupils from years 4 to 6, who fulfil a chaplaincy role with the guiding principle, 'Jesus at the heart and centre of all we do'. They defined their role as 'How to help others' and described their contribution to assemblies and charity fundraising.
- Pupils speak with pride about school activities and initiatives which have helped others. They support a range of charities, local, national and global. Regular collections are delivered to the local foodbank by pupils from the school. As a result, pupils have a strong sense of social justice and a desire to help others.
- Pupils contribute to shaping the mission of their school, including through the School Council and surveys of pupils' views and suggestions. They know that they are listened to and can make a difference.
- The behaviour of pupils during this inspection was exemplary, in class and around the school. Pupils are considerate to each other and are generous in their praise for the successes of others. They understand the need for forgiveness and reconciliation and can relate this to the teachings of Jesus. A pupil said, 'Everyone deserves a second chance'. Another described the school as a 'second family' and one said, 'We have a 'a special bond; we are all connected by Christ'.
- Pupils are encouraged to play a full part in the Catholic life of the school and are supported as appropriate to assist participation and the development of potential. Pupil premium funding is used to provide additional staff, intervention groups and enrichment activities so that no pupil is left out or falls behind.
- Close links between the school and the parish enable pupils to celebrate and enjoy the benefits of the home / school / parish partnership. These range from coming together for celebrations in school and in the church, to the use of the Parish Centre for Breakfast Club and After School Club. A parent commented, 'We are happy to have found a school that walks hand in hand with our church, nurturing and educating our children.'



- Pupils gain a sense of being part of a wider Catholic family by participating in deanery and diocesan events and in the school's links with other Catholic schools, including secondary schools. They also play their part in the local community. Examples include participating in the Junior Ward Panel for safer neighbourhoods, working with South London Citizens to establish 'safe havens' in local shops and promoting and supporting local events.
- Parents and pupils take part in the 'Morning Challenge'. As they arrive in school, parents and pupils go into the classroom and settle down to the day's challenge together. It provides a calm start to the day and enriches the home / school partnership. Observations as part of this inspection indicated how much parents and pupils enjoyed this opportunity, with many parents attending on a regular basis.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The school's mission statement is displayed clearly and is central to school life. Leaders use it to drive the school's aim to 'respect and rejoice in the uniqueness of each child and to make learning a happy and positive experience'. It is regularly reviewed.
- Staff training includes guidance and support for staff regarding the Catholic life of the school. Training has included Mission Statement Review and Ethos and Values.
- Relationships and Sex Education (RSE) is well established in the school and is in line with the teachings of the Catholic Church. Parents are given the opportunity to view the materials and discuss any concerns or questions.
- There are strong systems of pastoral care. Pupils know that adults are there to help them and that any problems will be swiftly addressed. A pupil said, 'The teachers are always there for us and even the tiniest problem will be listened to and dealt with'. The school provides significant support for needy families and signposts them to other agencies as appropriate. Pupils with SEND are welcomed into the school family. The parent of a SEND pupil spoke warmly of the care her child received.
- A wealth of Masses, liturgies and other celebrations are a significant part of the Catholic life of the school, fostering the sense of being part of a worshipping community. Parents, pupils, staff, governors and parishioners are welcomed and included.
- Parents appreciate the strong sense of community. One wrote, 'Community is greatly valued and nurtured throughout the school, beginning with the New Parents Welcome, through the many family events – both spiritual and extracurricular – and in the caring environment staff create for our children'. Another said, 'I have no family in this community; the school is my family. My children feel so happy here.'



**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The mission statement informs all school policies and practice. School leaders are committed to the Church's mission in education and to seeing that this is exemplified by their school.
- School self-evaluation reflects the comprehensive provision for the school's Catholic life and the monitoring role played by leaders and governors. It is accurate and reflective, with clear sources of evidence. The school may wish to consider adding 'Next Steps' to indicate school development priorities.
- School leaders and governors actively monitor and evaluate provision. Governors attend and contribute to events in the school's Catholic life, with feedback and discussion at governing body meetings. Reports from the headteacher also contribute to this. Evidence includes school monitoring records and governing body minutes.
- The school website features events in the school's Catholic life. Photographs and the headteacher's newsletter celebrate these events and invitations to participate are warmly extended to parents and parishioners. The newsletter is also made available to parishioners in the parish church.
- Pupil voice, parental surveys and staff and governor discussion inform planning for improvement and ensure that it is appropriately targeted.
- Parents appreciate the Catholic life of the school and how it supports their children. They recognise that it helps their children develop spiritually and morally and that it supports all aspects of pupils' education. One commented, 'Our faith, that is so important to us at home and in our parish church, is consolidated and enhanced every day at school.' Others mentioned the school's 'exceptional care for the whole person'.
- School leaders demonstrate a spirit of mission and service to the community. The headteacher is a Local Leader of Education and has worked with several schools as part of London Challenge, as well as working as a Consultant Leader and Professional Partner. She also chairs the Lewisham Leadership Forum and is assisting the local authority in developing School to School Support. Members of the governing body and the leadership team are active in their own parishes as readers, cantors and Eucharistic ministers.
- Governors commended 'the exceptional staff team' and described how the staff acted as role models and exemplars to the pupils. Strong leadership motivates and inspires the staff, who show great commitment and dedication in their service to the school.
- Governance is strong. Governors know their school well. They are conversant with school data and active participants in the life of the school. They attend training in



order to be well informed regarding developments and to ensure that they fulfil their role. They show commitment and dedication to maintaining the school as a supportive and caring Christian community.





## RELIGIOUS EDUCATION

### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils enjoy Religious Education and appreciate its importance to their own lives. They show interest and engagement in their learning. They are keen to respond to teacher questioning and to ask their own questions to deepen their understanding.
- All groups of pupils, including disadvantaged pupils and those with SEND, make very good progress and achieve well. End of key stage results show that the great majority of pupils reach or exceed age related expectations, with significant numbers working at greater depth. The high pupil outcomes in Religious Education are similar to the results in other core subjects, reflecting the high academic results across the curriculum.
- Pupils are confident and articulate in talking about their faith and their learning in Religious Education, using a range of appropriate terms and vocabulary. They are able to make links from the Scriptures to their learning and to their daily lives. They are attentive in lessons and willing to listen to the views and suggestions of their peers.
- Pupils enjoy the use of cross curricular links such as Drama, Art and Information Technology to enrich their Religious Education lessons. Evidence of a range of different activities and methods of recording is featured in pupils' books.
- Pupils' work in their books shows the pride taken in their work and is of high quality.
- In the lessons observed as part of this inspection, behaviour for learning was excellent. Pupils were enthusiastic and highly motivated. Pupils who have SEND were appropriately and sensitively supported to enable them to access the curriculum and achieve well.
- Other areas of the curriculum contribute to the teaching of Religious Education and the development of related skills. A philosophy lesson observed as part of this inspection effectively challenged pupils to unpick preconceived ideas and explore deeper questions. Pupils responded very positively, contributing their own questions and opinions as well as listening attentively to the views of others.

### **The quality of teaching and assessment in Religious Education is outstanding.**

- Six lessons, across two Key Stages, were observed as part of this inspection. Standards of teaching and assessment were high. Teachers effectively planned lessons to meet all pupils' needs, linked to pupils' prior learning. Differentiation provided support and challenge. Good subject knowledge and probing questioning provided opportunities for pupils to extend and explore their learning.
- Good lesson pace and a variety of teaching styles and strategies maintain pupils' interest and motivation. Pupils respond very positively and are keen to do their best.
- Assessment is carried out during the lesson as 'Fast Feedback' and noted on pupils' work. Systems of peer and self-assessment help pupils to become more fully



involved in their own learning and to contribute to the learning of others. Pupils are also able to indicate whether they need more support, are on track or have fully mastered a task and this is responded to by their teachers.

- Formal assessments of pupils' work take place on a regular basis throughout the year. Moderation of samples of work is carried out in school and at deanery and diocesan level to validate teachers' judgements.
- Other examples of features of high quality teaching and learning observed as part of this inspection included strong links with Scripture, good use of liturgical music, effective debate and the opportunity to work individually or collaboratively.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The school uses the 'Come and See' programme of Religious Education, enriched by cross curricular links where appropriate. Curriculum time allocated to Religious Education is in line with the requirements of the Bishops' Conference. Work in pupils' books and in lessons shows knowledge of religion and its application to daily life, conforming to the requirements of the Curriculum Directory.
- School monitoring of Religious Education is comprehensive. It includes learning walks, lesson observations and book scrutiny. Findings inform school self-evaluation and development planning. Discussion at staff meetings provides staff with feedback, allows them to assess how well Religious Education is evident and promoted in the school and offers them the opportunity to contribute to development.
- Governors are regular visitors to the school. Governor visits and discussions of Religious Education provision and practice contribute to their monitoring role. The parish priest is also the link governor for Religious Education. He is a frequent visitor to the school, providing valuable support for Religious Education and the Catholic life of the school. He also provides a strong link between the school and the parish.
- Pupil progress in Religious Education is regularly assessed and forms part of the school's system of pupil tracking, in line with that in other subjects. The success of this is shown by continued progress, high pupil outcomes and that all groups of pupils achieve well.
- Parent questionnaires, workshops, open meetings and discussions enable school leaders and governors to evaluate and monitor the effectiveness of all aspects of school life, including Religious Education. Parental questionnaires distributed as part of this inspection showed a high rate of return and were overwhelmingly positive regarding all aspects of the education the school provides.
- Staff and governors participate in staff training related to Religious Education. Opportunities have included training in the 'Come and See' programme and 'Planning for Religious Education'. In addition, the Religious Education subject leader attends local and diocesan meetings and the headteacher attends Lewisham Catholic



Headteacher meetings. Newly qualified teachers and those new to the school are offered guidance and support.

- The study of other faiths is well established in the school. Pupils are interested in the beliefs of others and know that all should be treated with tolerance and respect. Parents commented that pupils shared this aspect of their learning at home and were pleased that Religious Education included this, recognising its importance in today's world.
- All classrooms featured liturgically linked prayer focus areas and curriculum Religious Education displays. The best examples of focal areas included pupils' own prayers to be shared with others and care had been taken with the choice and arrangement of appropriate artefacts. The school should now consider sharing best practice to bring all examples in the school to a consistently high standard. Every classroom had a Religious Education curriculum display board. These varied in content and quality. A focus on monitoring these would ensure that all reflected the standards of the best examples; this would enhance the spiritual atmosphere in Religious Education lessons and invite pupils to reflection and prayer.



## COLLECTIVE WORSHIP

1

**How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.**

- Pupils are active and responsive participants in the school's rich programme of collective worship. They enjoy coming together as a worshipping community in assemblies, Masses and school celebrations. They are reverent and respectful, join in the prayers and singing and know these are special times for themselves and their school.
- The act of collective worship observed as part of this inspection was a Reconciliation Service led by year 3 pupils. It was an example of high quality provision. A small group of pupils confidently sang responses to the Psalm. Singing was strong and tuneful and was accompanied by signing. Pupils were respectful, took their roles seriously and presented the assembly with obvious pride. Opportunities for pupils to take the Sacrament of Reconciliation included the opportunity to meet with two Polish priests, reflecting the strength of the extended community.
- Pupils are active in planning and contributing to worship. They enjoy reading and composing their own prayers as well as being familiar with the traditional prayers of the Church. Liturgical singing assemblies allow pupils to sing solos, or in small groups or larger class groups. This offers all pupils the opportunity to contribute in a way in which they feel comfortable.
- Pupils have a good understanding of the Church's liturgical year, its feasts and seasons and how these are celebrated in school. Prayer focus areas reflect the liturgical year as well as themes in Religious Education.
- The experience of being part of a community of prayer and worship nurtures the spiritual development of pupils. They speak confidently of how prayer enables them to deepen their relationship with God and the centrality of prayer in their lives, at home and at school. They know that their prayers can help others.
- Although pupils at the school are almost all baptised Catholics, they understand the need to show respect and tolerance for the beliefs and faith practices of others.

**The quality of provision for Collective Worship and Prayer Life is outstanding.**

- The school is committed to ensuring that collective worship is central to the life of the school for all pupils and forms the heart of every school celebration. Prayer is part of the daily experience for all pupils and staff.
- All are included in the school's prayer and worship, with invitations extended to parents and parishioners as part of the school community.



- High quality collective worship is considered a priority. School leaders ensure that worship is age-appropriate to the pupils and that they are involved wherever possible. Themes are carefully chosen to interest pupils and to link with topics in Religious Education, the liturgical year and events in school and the wider world. A variety of approaches and styles cater for a range of participants and provides different experiences of worship, including meditation and prayerful silence. Pupils also use signing as part of their hymn singing, reflecting the school's inclusivity and celebration of diversity.
- Staff are committed to delivering and participating in high quality collective worship and to making a positive contribution to this aspect of school life. School leaders model best practice and provide support and guidance.
- The school also considers assemblies to be an opportunity to extend and develop pupils' learning in Religious Education. They offer pupils a chance to relate their learning to their own lives and to explore aspects of their learning more deeply.

**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.**

- Regular visits to the school and participation in school collective worship ensure that governors are well informed regarding provision. This is supplemented by information from the headteacher's report. Governors fulfil their monitoring role and demonstrate their commitment to worship in school.
- Leaders and governors regularly seek the views of parents, pupils and staff regarding the provision for collective worship. In particular, the comments and suggestions of pupils are sought and used to shape provision. The GIFT group help to plan collective worship throughout the year.
- School leaders provide support to pupils and staff to help them develop their skills in planning and delivering worship.
- The school is committed to continued improvement and uses monitoring, evaluation, sharing best practice and training to achieve this. As a result, collective worship is of high quality and provides for the spiritual development of the whole school community.