



St William of York Roman Catholic Primary School

URN: 105226

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

15–16 January 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school has responded fully to areas of improvement identified in the last inspection.

What the school does well

- The headteacher is passionate about her role and an inspirational role model for the school community; her enthusiasm is welcomed and appreciated by all.
- Inclusion is a clear strength of the school ensuring pupils are given every opportunity, valued and cared for.
- There is evidence of a clear commitment to supporting children with additional needs, ensuring they can access learning and achieve well.
- Behaviour and relationships underpin the success of the school; there is a spirit of welcome evident throughout and appreciated by all.
- Teachers work hard to activate prior learning, encouraging children to build on what they have already learnt.

What the school needs to improve

- Pupils need to be given more opportunity to take the initiative in their learning in religious education, developing their independence and responding to increasing challenge.
- Pupils need to be provided with a clearer understanding of what they do well and what they need to improve in religious education to enable them to produce greater outcomes.
- Staff need to develop a breadth of pupil led celebration of the word which is progressive in skill and variety.



Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

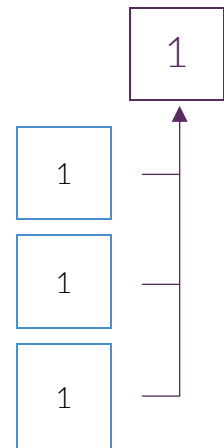
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils and staff at St William of York actively participate in the Catholic life of the school; they highly value the opportunities they are offered and are keen to bring their own talents and skills to the community. The Growing In Faith Together (GIFT) team have welcomed the opportunities they have been offered this year to raise the profile of their school within the wider community. Pupils feel valued and cared for due to the strength of the relationships across school and can confidently articulate that Jesus is at the centre of their school community. Pupils enjoy the opportunities they have been offered to support the local community and are rightly proud of this as a Catholic school, with a Year 2 pupil confidently stating, 'This is a school for everybody; everyone is welcome here'. Whilst they can talk confidently and with enthusiasm about helping others and making a difference both locally and globally, pupils are less confident articulating the theology which underpins this. There is a commitment to high expectations and standards of behaviour which results in pupils who are confident, happy and respectful.

Pupils are able to talk about the school's mission statement and the impact this has on them as a community. All members of staff are committed to school life, enthusiastically participating in opportunities planned and offered. They are passionate about making a difference to the pupils and families. The team, particularly senior leaders, are committed to working with families and consistently go the extra mile to overcome any challenges to ensure all pupils have opportunity and support. There is a lived sense of welcome throughout the school, which is recognised and appreciated by families, with one parent stating, 'Teachers work hard and effortlessly to make the school better, safe, enjoyable and secure for all the children'. There is a deep commitment to inclusivity at St William of York which is clearly a strength of the school. Pupils of other faiths

and those of no faith are welcomed and valued. Staff are exemplary role models and clearly care for the pupils in their care. Despite the challenges the school has faced over recent years with the building, leaders have committed to ensuring the environment is truly witness to and reflective of the Catholic character of the school. Relationship and Health Education provision is very strong, and bears witness to the inclusive nature of the school.

Leaders, inspired by the commitment and enthusiasm of the headteacher, are passionate about this school; they are energised, committed and determined to deliver the mission of the school. The newly appointed headteacher has committed to building a positive relationship with the diocese, participating in professional development opportunities offered to strengthen provision and outcomes across school. The school, particularly leaders and governors, work well with the parish and this is welcomed and appreciated by parishioners and the parish priest. Partnerships with parents have been well developed and leaders are committed to engaging all families, with a clear commitment to helping those who are most disadvantaged. Well planned workshops to support understanding of the curriculum, as well as signposting and support from other agencies to enable and empower parents are all carefully planned by leaders. Leaders are exemplary in respect for the dignity of the workforce and all staff talked with passion about how they have worked closely as a 'family' to overcome challenge and embrace change. Leaders and governors are highly ambitious for St William of York as a Catholic school, serving a diverse community. Professional development has been very well planned by the headteacher to develop the staff and address any gaps in provision or skill.



Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

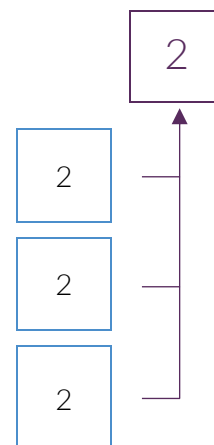
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Secure knowledge and understanding are being developed across school, and pupils are making good progress, including those with additional needs. Religious literacy is well developed across school with a commitment to promoting key vocabulary; as a result of this, pupils can speak with confidence and use subject-specific vocabulary. As pupils are confident and articulate, they would benefit from greater ambition to work independently and creatively, welcoming more challenge. Pupils engage in lessons and show a willingness and enthusiasm to improve. They enjoy religious education and engage well in lessons but with greater ambition and higher expectations, they could develop a greater interest and passion for religious education. Whilst pupils attain in line with the other core curriculum subjects, they are not yet confident in talking about what they know and what they need to do next.

Teachers, due to the commitment to professional development, are confident in their subject knowledge and are clearly committed to the value of religious education. Planning is linked to pupils' assessment to ensure they are building on prior learning and teacher activate prior learning incisively through high effective questioning. Feedback is not currently consistently used across school and does not always help pupils make progress in their learning. Adaptations are well used across school to help pupils access the learning and respond in a variety of ways; the use of Makaton and pictorial cues help to improve pupils' independence and engagement with learning. Knowledge organisers and vocabulary lists have been well developed to support pupils' independence and when utilised by teachers, are highly effective in promoting independence, but this isn't always consistent. Other adults are deployed very effectively to support learning across school, and they are enthusiastic about their role in supporting pupils. Where it is planned

and used well, reflection enables pupils to think spiritually and morally, linking to their own experiences and situations but this isn't always consistent across school.

The school curriculum is linked closely to *Come and See* across school and leaders are beginning to consider the changes required for the introduction of the new *Religious Education Directory*, experimenting with strategies and activities shared in diocesan training, including a deeper engagement with scripture. Leaders are committed to ensuring religious education is considered favourably with other core subjects and this is evident in the priority given to professional development opportunities and resources used, which is valued greatly by staff. The team with responsibility for religious education work well together to evaluate, develop and improve provision and outcomes across school. They have recognised the need for engaging enrichment activities and have worked to plan these out this year to enhance learning. Leaders have monitored provision and outcomes more rigorously recently and they act swiftly to address any gaps. Governors would benefit from understanding how the standards in religious education are developing and the steps being taken to improve provision, particularly in anticipation of the new *Religious Education Directory*.



Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils respond well to the opportunities that are planned and provided for prayer and liturgy. They are developing an understanding that there are different ways of praying, and whilst they understand the pattern of the liturgical calendar, they would benefit from developing an understanding of a broader range of strategies to engage with this throughout the year, including the use of symbols, silence and meditation. They enjoy the opportunities to participate through ministries in planned prayer and liturgy sessions, including the use of prayer bells, setting up prayer tables and demonstrating actions symbolising prayerfulness. They would welcome and benefit from the opportunity to plan their own sessions and evaluate what they have planned and led more consistently. Pupils can talk with increasing confidence about how prayer and liturgy can influence their lives, and they welcome the opportunities to offered to reflect individually and would benefit from more experience of this.

Prayer and liturgy are central to the life of the school and forms part of routines for all children. There is a clear daily pattern of prayer and pupils know the prayers which are being introduced in preparation for the new *Prayer and Liturgy Directory*; whilst this is new, there is an enthusiasm for this. Seasonally appropriate scripture is used with increasing confidence. Senior leaders, particularly the headteacher, are models of good practice and other staff would benefit from opportunities to model and develop this. There is a clear structure of *Gather, Respond, Go Forth* to support pupils to plan and lead prayer and liturgy and pupils now need to develop these more independently and creatively. Whilst there is some evidence of creativity being used to enhance pupils' experiences of prayer, including artwork and music, this could be further developed. Pupils talked with enthusiasm about the possibility of developing prayer spaces in classrooms around school which are currently underutilised. Staff are keen to work with families to develop

the prayer life of school and are beginning to plan meaningful opportunities to do this after a period of challenge and disruption with the building. The parish have welcomed the opportunities to share celebrations and prayer and liturgy with the school community and would welcome these to be developed further.

There is a policy in place for prayer and liturgy and leaders would now benefit from developing this to ensure there is a skill strategy which is known and understood by all. There is a clear commitment to the liturgical calendar and the annual plan of provision has been recently developed to reflect this. This should now be further developed to reflect the unique identity of the school, including their patron saint. There has been meaningful professional development planned this year which is beginning to have an impact for the wider staff team; this now needs to be embedded across school. The good relationship with the parish and the parish priest ensures that staff and pupils feel supported to understand the importance of and planning for prayer and liturgy. Leaders are committed to developing and improving prayer and liturgy, ensuring there is appropriate time and resource allocated to it. They would now benefit from ensuring there are regular and rigorous monitoring opportunities, sharing the outcomes of these with governors so they are fully informed.



Information about the school

Full name of school	St William of York Roman Catholic Primary School
School unique reference number (URN)	105226
School DfE Number (LAESTAB)	3503331
Full postal address of the school	St William of York Roman Catholic Primary School, Nugent Road, Bolton, BL3 3DE
School phone number	01204333522
Headteacher	Miss. Rachael Adams
Chair of governors	Gareth Smyth
School Website	www.st-williams.bolton.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	13 th June 2017
Previous denominational inspection grade	Good

The inspection team

Sinead Colbeck
Annemarie Bell

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement