



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Mary's Catholic Primary School,  
Ulverston**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**Address:**

**Telephone Number:**

**Email Address:**

**School URN:**

**Headteacher:**

**Chair of Governors:**

**Lead Inspector:**

**Team Inspector:**

**Date of Inspection:**

## INFORMATION ABOUT THE SCHOOL

St. Mary's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school is part of the Federation of Our Lady of Furness. It is a below average-sized primary school with currently 118 pupils on roll, of which approximately 50% are baptised Roman Catholics. Other pupils come from no faith or other Christian backgrounds. Most pupils are of White British heritage with a small minority of pupils from other cultural backgrounds.

Approximately 21% of pupils are on the SEND register.

The school is of a modern design with a great deal of surrounding land which is utilised as a 'Forest School'.

It works very closely with the partner school in the federation and the head teacher manages both schools.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	18	17	17	16	16	18	16	118
Catholics on roll	9	6	9	10	9	12	4	59
Other Christian denomination	9	11	5	4	6	5	10	50
Other faith background				1			1	2
No religious affiliation			3	1	1	1	1	7
No of learners from ethnic groups				2			2	4
Total on SEN Register	4	1	2	3	4	5	6	25
Total with Statements of SEN			1					1

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	5			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Mary's	57

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2 hours including continuous provision	2 hrs 10 mins	2 hrs 10 mins	2 hrs 30 mins	2 hrs 30 mins	2 hrs 30 mins	2 hrs 30 mins	16 hours and 20 mins minimum
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	7 hours 20 mins + continuous provision	8 hrs	8 hrs	8 hrs	8 hrs	8 hrs	8 hrs	55 hrs and 20 mins
% of teaching time	30% +	33%	33%	32%	32%	32%	32%	31%

<b>TEACHING TIME FOR MATHS</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	4 hours + continuous provision	7 hours and 30 mins	7 hours and 30 mins	7 hours and 30 mins	7 hours and 30 mins	7 hours and 30 mins	7 hours and 30 mins	46 hours
% of teaching time	21% +	31%	31%	30%	30%	30%	30%	29%

<b>STAFFING</b>	
Full-time teachers	5
Part-time teachers	1
Total full-time equivalent (FTE)	5.5
Classroom Support assistants	5
Number of Catholic teachers FTE	64%
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	NA
Teachers with CTC	0

<b>ORGANISATION</b>	
Published admission number	17
Number of classes	4
Average class size KS1	26
Average class size KS2	34

<b>EXPENDITURE (£)</b>	<b>Last financial year 2014-15</b>	<b>Current financial year 2015-16</b>	<b>Next financial year 2016-17</b>
Total expenditure on teaching and learning resources	£18,000	£15,300	£7,000
RE Curriculum allowance from above	£2,189	£3,500	£4,000(for new prayer room)
English Curriculum allowance from above	£ 6,300	£2,700	£3,000
Total CPD budget	£1,000	£978	£1000
RE allocation for CPD			

<b>How the school has developed since the last inspection</b>
<p>All aspects for improvement since the last inspection have been addressed and have had a systematic and sustained positive impact on raising standards. An impressive baseline assessment and a highly detailed tracking system across school have been put in place and governors are well informed and well able to monitor attainment and progress in curriculum RE. A detailed list of plans of action that addressed the aspects for improvement was produced.</p> <p>The school has an outstanding capacity to sustain these improvements. The dedication of the governors together with the commitment of the leadership team and all staff, demonstrate the capacity to facilitate continuous improvement. Inspection has shown that self-evaluation is accurate and issues arising from in-house moderation meetings have identified new and innovative areas for development in curriculum RE.</p>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

1

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

1

### OVERALL EFFECTIVENESS

St. Mary's is an outstanding Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision: pupils enjoy attending and they have positive attitudes to learning. One Year 6 pupil described St. Mary's as a 'welcoming school where we all get on well and we are looked after.' Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its Federation aim to 'lovingly learn in harmony.' Governors play a significant part in leading the strategic direction of the school in the community which it serves. The leadership changes have enabled recommendations since the last inspection to be addressed successfully. The RE subject leader has been tireless in his efforts to ensure that the Catholic life of the school and curriculum RE are outstanding. The work of the Governors, head teacher, RE subject leader, teachers and the support staff in raising standards and putting the Catholic life of the school at the forefront of their plans for the school and federation, is a strength of the school.

The Catholic Life of the school is outstanding and the commitment from the federation head, the governors, staff, parish clergy and laity to support pupils in their prayer life and grow in faith has remained a priority. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at St. Mary's. This can be seen through pupils' responses to each other and to the notion of the common good. The pupils actively and willingly become involved in a variety of activities, supporting their own and the wider community. This contributes to pupils' social, emotional and moral development. Gospel values permeate school life and pupils are helped to grow in faith and make the most of their abilities to become the best they can be.

Opportunities for prayer and liturgy are outstanding; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the opportunities offered, for example, through the celebration of Mass and other liturgies.

The quality of curriculum RE is outstanding, for example, pupils are provided with an excellent range of learning opportunities to deepen their faith, to understand

Catholic traditions and practices, and to make progress in their learning. Pupils enjoy RE lessons and many aspects of the curriculum are outstanding. Clear action plans are in place to continue to raise attainment and progress from low starting points is outstanding.

Teachers' subject knowledge is outstanding and has a positive impact on the delivery of curriculum RE. They are well supported in terms of professional development. The curriculum meets the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take full account of the '*Fit for Mission? Schools*' guidance.

### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- Improve outcomes for all pupils by:
  - Ensuring that the quality of teaching across school continues to be consistent in planning, pace and differentiation.
- Further develop the curriculum in terms of links with the wider community. This would help prepare pupils for life in modern Britain whilst enhancing their understanding of justice and the common good.
- Celebrate successes by:
  - Continuing to involve parents, governors, staff and pupils in evaluating the impact of good prayer and liturgy opportunities that are impacting positively on the Catholic Life of the school.
  - Continuing to share the excellent practice in RE across the federation and wider cluster.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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All staff members at St. Mary's are wholly committed to supporting the Catholic ethos of the school and the mission of the federation and this culture is embedded in the life of the school family.

The pupils' knowledge and understanding of the Catholic Life of the school is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils know that they belong to St. Mary's Catholic Parish family and are proud to be part of the school and parish. For example a Year 6 pupil stated that 'St. Mary's is a forgiving school. We start every day as a new day.' Pupils' leadership of prayer and liturgy is outstanding. From the Foundation Stage onwards pupils develop their ability to share their own faith through whole class prayer and liturgies. This ability is developed throughout Key Stage 2. Pupils plan and share their own prayer and liturgy with little or no direction, some running their own prayer and liturgy group, inviting adults and fellow pupils to take part.

Pupils understand that their Catholic Faith is different from other faiths and share this distinctiveness with other Catholic schools. Activities that have enabled this understanding have included pupils designing and making collages of decades of the rosary, the celebration of Mass with the parish, fundraising with the parish and raising funds for CAFOD.

Pupils at St. Mary's articulate their intention to be lights of the world whenever they light a candle in prayer. This encourages best behaviour and focused learning at all times. Catholic principles and values underpin behaviour and relationship policies resulting in a strong, shared vision for the Catholic Life of the school.

All parish clergy, lay helpers in school, governors, school leaders, teachers and support staff are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic philosophy of education and Gospel values which permeate all aspects of the school. An example of this is the outstanding collaborative art and design work displayed around the school that demonstrates liturgical understanding, scriptural knowledge and a deep appreciation of the Catholic faith. The head teacher provides a clear direction for

the Catholic Life of the school which is given the highest priority, along with the spiritual and moral development of pupils. Her assistant head teacher and her staff have a strong vision for the school which is articulated through their actions.

The governors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. The school, as a federation member has excellent links with the primary and secondary schools in the local Catholic cluster; they work as a wider family of schools to provide opportunities to celebrate their faith collectively. The schools are able to share the celebration of liturgical events and other aspects of Catholic life, such as fundraising, due to the sharing of a common vision and use of resources enabled by the shared governance and leadership of the schools in the federation.

The quality of provision for the Catholic Life of the school is outstanding. St. Mary's is a welcoming, inclusive, friendly community with a strong family ethos where everyone is valued and pupils and staff flourish. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos. There is a tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone at St. Mary's. Older pupils take part in, lead and prepare prayer and liturgies with enthusiasm and confidence, singing and playing instruments joyfully. Parish clergy and key laity have been instrumental in the development of all teachers' knowledge and understanding of the Catholic Faith through effective professional development.



## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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All pupils at St. Mary's enjoy RE, are religiously literate and engaged in their learning. Through active participation in prayer and liturgies, together with outstanding curriculum coverage, pupils show excellent knowledge and understanding of the Catholic Faith. They understand that Christ is at the centre of all school life and are aware of the demands of religious commitment in everyday life. The vast majority of pupils make rapid and sustained progress in RE from a very low baseline when they join St. Mary's in Foundation Stage. They develop and apply a range of skills throughout Foundation Stage and Key Stage 1 including independence and imagination. This is built upon in Key Stage 2 where pupils reflect upon their own gifts and talents that enable them to forgive, love and respect. They are able to reflect on the notion of justice and the common good.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools'. RE is at the centre of the school's curriculum and is given priority in the improvement planning where targets are clearly identified and set to continue to maintain outstanding attainment. Over the past three years a culture has been created where a common vision and commitment to high standards have been established. This is largely due to the excellent practice of the head teacher, the assistant heads and subject leader who ensures that pupils continue to make progress in their religious literacy. Professional discussions during staff meetings explore how enthusiastic and imaginative teaching motivates pupils and deepens their understanding of the subject.

Since the last inspection, a rigorous system has been developed to improve standards, including monitoring lesson plans, book scrutiny, lesson drop ins, conversations with pupils, alongside pastoral and behaviour support; these strategies have made a significant impact on the improvement of teaching in RE. Teachers now need to make pupils aware of how to improve their work by developing the quality of their marking to inform pupils of their next steps in learning.

Teachers' planning is based on the school's core scheme, 'The Way, The Truth and The Life' and teachers confidently enrich the curriculum with other valuable resources, for example, CAFOD's *Universal Church* topics. The curriculum framework that has been devised in the diocese has been incorporated into planning. Staff subject knowledge is very good due to their own drive for excellence in RE and to

the staff development opportunities offered to them. Governors are informed of the curriculum through reports at meetings and regular visits to school.

Every class has an area for pupils to celebrate prayer and liturgy along with full access to the designated prayer area for their own spiritual growth. All classes have access to the parish church and a designated prayer room has been planned for the future.

Pupils' progress in RE in each of the attainment targets, (knowledge and understanding of religion and an ability to reflect on meaning), is above national expectations and is reported to parents in termly reports alongside other core curriculum subjects. Communication with parents is a strength of the school with weekly newsletters being sent home and the website's RE area regularly updated. A termly newsletter and regular texts give parents an overview of RE and the 'Open Door' policy enables parents to discuss RE matters with staff. The 'Wednesday Word', the liturgical teaching pamphlet, helps to spread the Gospel messages into every family home. St. Mary's sends home open ended tasks linked to Sunday liturgy for family bible study/homework. Each child is presented with a bible for home study at the beginning of Key Stage 2 which is used at home to share with family.

Pupil attainment and progress in RE is outstanding and is in line with high standards in English and maths. Since the last inspection, the subject leader has led training for all staff and modelled excellent practice to ensure that standards in teaching have improved. Analysis of the progress of all groups of learners enables success to be celebrated, especially the significant number of pupils who make three levels progress in RE in Key Stage 2.

The school serves a culturally diverse Christian community. Pupils have the utmost respect for each other and now need to be able to articulate their religious beliefs with confidence and to understand the practice of other monotheistic faiths. This will help them to be prepared for life in a multi-faith society. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE because teachers make their lessons engaging, interesting and relevant.

The quality of provision for RE is outstanding. Over the past two years, the head teacher, subject leader, parish priest and dedicated laity have planned and delivered staff meetings and INSET opportunities to reflect on the teaching of RE. The impact of the parish clergy and dedicated laity, who are fully committed to the school/parish family, is significant; staff regularly seek advice and guidance on specific issues related to the teaching of RE. This contributes to excellent subject knowledge and confidence in teaching RE: they inspire pupils and make sure that they make exceptional progress as independent and collaborative learners. Resources are used effectively, together with the support provided by other adults, to optimise learning; consequently pupils are highly motivated and enjoy their work.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>