



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Maria Goretti Catholic Primary  
School, Preston**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

On

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

<b>School:</b>	<b>St. Maria Goretti Catholic Primary</b>
<b>Address:</b>	<b>Gamull Lane Ribbleton Preston PR2 6SJ</b>
<b>Telephone Number:</b>	<b>01772 700052</b>
<b>Email Address:</b>	<b>bursar@st-mariagoretti.lancs.sch.uk</b>
<b>School URN:</b>	<b>119608</b>
<b>Headteacher:</b>	<b>Mrs Elaine Chambers</b>
<b>Chair of Governors:</b>	<b>Mr John Walsh</b>
<b>Lead Inspector:</b>	<b>Mrs Jacqueline Hampson</b>
<b>Team Inspector:</b>	<b>Mrs Jan Hornby</b>
<b>Date of Inspection:</b>	<b>24<sup>th</sup> May 2017</b>

## INFORMATION ABOUT THE SCHOOL

St Maria Goretti Catholic Primary School is a smaller than average sized primary school with 233 pupils on roll, which includes places for 8 two year olds and 25 nursery pupils. The school is situated in Preston in the Diocese of Lancaster and serves the parish of St Maria Goretti in Preston. A large number of children in school live in the nearby parish of Blessed Sacrament.

The majority of pupils are white British with almost 20% from Eastern Europe. The school serves an area of high deprivation. Just under half of pupils are Catholic and a very small number have other faith backgrounds.

The school benefits from the appointment of a school Chaplain, shared with another local primary school.

PUPILS	2YO	Nurs	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	8	25	27	30	30	30	29	27	27	233
Catholics on roll	1	6	14	12	12	12	17	19	11	104 (44.6%)
Other Christian denomination	0	8	2	3	6	7	2	3	0	31
Other faith background	0	0	0	0	0	1	0	0	3	4
No religious affiliation	7	11	11	15	12	10	10	5	13	94
No of learners from ethnic groups	1	11	11	5	7	12	8	10	4	69
Total on SEN Register	0	1	0	2	4	4	4	2	7	24
Total with Statements of SEN	0	0	0	0	1	0	0	0	1	2

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Maria Goretti	180

TEACHING TIME FOR RE	YRec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	14
% of teaching time	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	YRec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	NA	5 hours	5 hours	5 hours	5 hours	5 hours	5 hours	30 hours
% of teaching time	NA	25%	25%	25%	25%	25%	25%	25%

<b>TEACHING TIME FOR MATHS</b>	<b>YRec</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)	NA	5 hours	5 hours	5 hours	5 hours	5 hours	5 hours	30 hours
% of teaching time	NA	25%	25%	25%	25%	25%	25%	25%

<b>STAFFING</b>	
Full-time teachers	6
Part-time teachers	8
Total full-time equivalent (FTE)	10.4
Classroom Support assistants	18
Percentage of Catholic teachers FTE	33%
Number of teachers teaching RE	12
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	1

<b>ORGANISATION</b>	
Published admission number	30
Number of classes	7
Average class size KS	28.5
Average class size KS	28.6

<b>EXPENDITURE (£)</b>	<b>Last financial year 2016</b>	<b>Current financial year 2017</b>	<b>Next financial year 2018</b>
Total expenditure on teaching and learning resources	10000	10000	10000
RE Curriculum allowance from above	200.00	200.00	200
English Curriculum allowance from above	500.00	500.00	500
Total CPD budget	4000	5000	5000
RE allocation for CPD	1500	1500	1500
Chaplaincy	9080	9080	9080

<b>How the school has developed since the last inspection</b>
<p>The headteacher provides excellent leadership for this Catholic school and along with governors, continues to show commitment to the Church's mission in education. The recent appointment of a school chaplain has made a highly significant contribution to the Catholic dimension of the school.</p> <p>The vital work of the Family Support Worker is rooted in gospel values and ensures all are welcomed into this vibrant Catholic school and the most vulnerable are fully supported.</p> <p>The school has successfully addressed all priorities for improvement from the last inspection.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**1**

**RELIGIOUS EDUCATION**

**2**

### OVERALL EFFECTIVENESS

St Maria Goretti's is a good Catholic school, with many outstanding features. The dedication and drive of the Headteacher, staff and governors leads to continuous improvement and good outcomes for all pupils.

From the moment visitors enter the school, they are aware of its Catholic identity through display where scripture, prayers and the mission statement are displayed. Displays around the school are a celebration of the learning experiences and achievements of the pupils and provide evidence of their learning in and enjoyment of curriculum RE.

Pupil behaviour and attitudes to learning are excellent. Pupils enjoy coming to school and are very proud to be part of this Catholic school. They benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, pupils refer confidently to the teaching of Jesus when discussing their charitable works. Pupil participation in, and leadership of, the prayer and liturgical life of the school are excellent.

The headteacher provides excellent leadership and ensures that there is a clear, shared vision for this fully inclusive school, which is understood by all. Staff, governors and pupils speak of a strong sense of belonging to this Catholic school and there is a real sense that everyone in school is on a journey in faith together. Governors and school leaders are totally committed to the Church's mission in education.

Outcomes for most pupils are good in curriculum RE, with no significant variation between any major groups. All pupils make good progress from low starting points and attainment is good. Pupils speak confidently about their RE lessons and can reflect on their learning.

Staff are held to account and pupil progress in curriculum RE is measured termly alongside other core subjects.

All teaching is good and is effective in engaging and enthusing pupils and ensuring that they learn well. Teachers' planning for curriculum RE is good and is focused on meeting the needs of all pupils and on raising standards. Marking is

much improved since the last inspection and is now good throughout the school, helping pupils understand in detail how to improve their work.

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

To improve further the school needs to:

- Further develop the role of the Chaplain, to support staff in their subject knowledge in curriculum RE.
- Share the best practice in planning and assessing across the whole school, so that there is clear progression for pupils through the levels of attainment.
- Maintain all records of moderated work in a portfolio, as evidence that teachers' judgements are secure.

### **CAPACITY FOR SUSTAINED IMPROVEMENT**

2

All priorities for improvement since the last inspection have been successfully addressed. The headteacher is retiring at the end of this academic year. She has rightly given the role of RE subject leader to the Deputy Head, to ensure continued improvement in RE when the new academic year begins with new leadership. The governors have successfully recruited a new headteacher for September.

## 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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Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic Life of the school.

Pupils regularly lead and take responsibility for shaping activities with a religious character. Pupils show a good understanding of the liturgical year and understand the importance of key celebrations throughout the liturgical year. They use this knowledge when planning and leading worship in school.

During inspection, pupils in lower Key Stage 2 planned and led a collective act of worship in class. They carefully chose scripture, a prayer and led a guided reflection which asked each pupil to reflect on how their individual actions could bring about change for themselves and for others.

The school chaplain works alongside the headteacher to lead whole school prayer which is both catechetical and spiritual. As authentic witnesses to their faith, they inspire children to deep thought and as a result, pupils' responses show they are growing in their own personal faith.

In all three key stages during inspection, pupils showed great reverence and respect during times of prayer and reflection.

Pupils confidently share their beliefs and understanding of their own and others' faith. For example, one pupil told inspectors, 'I am proud to be a Catholic and come to a Catholic school. I feel closer to God.'

As a result of the strong Catholic ethos where all pupils are nurtured, there is true respect for all members of the school community. Pupils believe that they are all happy in school because 'everyone loves each other'.

The school's self-evaluation of the leadership and management of its Catholic Life are outstanding and inspection confirms this.

Governors and other leaders ensure the Catholic mission of the school is at the heart of all school life. Gospel values underpin all the work of the governing body and guide them in appointing staff, evaluating the work of the school and in ensuring the best possible outcomes for pupils. For example, the appointment

of a school chaplain, who has a key role in the prayer life of the school and in the links between parish and school, enables governors to realise their vision that 'faith enriches life and enables children to fulfil their potential'.

The Headteacher leads by example and inspires the staff and pupils, by making her beliefs and values known to all in school, through every personal interaction. Working with the governors, she ensures an authentic, vibrant experience of belonging to a faith community for pupils and staff. Staff spoke to inspectors about 'being part of a community which is learning and growing in faith together'.

Leaders, including governors, are committed to ensuring high quality professional development for all staff, including support from the Diocesan Leader of Education. They recognise that the chaplain's role can also be further developed to support staff in their subject knowledge. Staff speak positively about how leaders and managers enable them to contribute to the Catholic Life of the school. They feel their contributions are recognised and they value the support they are given.

Inspection confirms the school's judgement that the quality of provision for the Catholic Life of the school is outstanding.

Staff are authentic witnesses to their faith and this impacts positively on pupils' ability to learn about and reflect upon their own faith. Several staff members spoke to inspectors about how their own faith has been strengthened by working in this vibrant Catholic community.

The appointment of a family support worker, whose work is rooted in Gospel values and prayer has proved invaluable in supporting vulnerable pupils of the school. The care and respect shown for these children and their families is outstanding.

Through the commitment of all those in school to its Catholic mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. They recognise that each of them has a call to Jesus, to do kind and charitable works, helping those in need. For example, children speak with pride about the fundraising activities they take part in, showing an awareness of the need to help others and linking it to the teachings of Jesus.

Leaders have developed many partnerships which make a positive contribution to the Catholic Life of the school and broaden pupils' experiences. For example, the work with the cluster schools enables children to participate in many activities with a religious character.

Parents are overwhelmingly supportive of the school and feel that Catholic values influence every part of school life.



## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2
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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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Inspection confirms the school's judgement that the quality of religious education is good.

Pupils enjoy RE and have extremely positive attitudes towards their learning. During inspection the behaviour and attitudes to learning shown by the pupils in their RE lessons were very good. Pupils are enthusiastic and are able to remain on task when working independently. During inspection pupils spoke of their enjoyment of learning about the Catholic faith and other world faiths.

In a lesson observed during inspection, pupils in the Early Years made good progress in learning about God's precious gift of water. Links to prior learning were made and the teaching team encouraged the children to consider the plight of children in developing countries, exploring how life there was different to their own. Throughout the lesson children were engaged and were able to use a growing vocabulary in response to questions. Continuous provision which followed direct teaching enabled children to explore this theme further as children began to make links through bible stories.

In Key Stage 1, when completing the directed task children were able to use their knowledge of scripture to recall some of the miracles Jesus performed. More open questioning would enable children to explore their own thoughts and to build on their existing knowledge to develop their understanding.

In a lesson observed in upper Key Stage 2 during inspection, most pupils showed they were able to make links between scripture and some of the central truths of the Catholic faith.

When working in small groups, they treated each other with respect, listening to the ideas of their peers, when they discussed the impact of the Holy Spirit on the lives of the apostles after Pentecost.

The school's baseline data shows that most children enter school with very limited knowledge of the Catholic faith. Good teaching in the early years means that, by the end of the reception year, pupils make good progress and most are working within the expected level of attainment. The vast majority of pupils make at least 2 levels progress from Key Stage 1 to Key

## Stage 2.

As a result, standards of attainment at the end of Key Stage 2 are in line with expectations. Across the whole school, all pupils including boys and girls, Catholics and those other than Catholic and pupils with special educational needs and/or disabilities (SEND), make good progress through all three key stages.

Monitoring and evaluation procedures of RE are becoming good and are improving rapidly under the direction of the deputy head who is the new RE leader. There are effective tracking systems in place which have a positive impact on pupils' learning, progress and standards. They inform areas of both strength and development. The RE subject leader is beginning to use the schools' tracking system to monitor the progress of individuals as well as of different groups of pupils and challenge any underperformance.

There is good support for staff in the delivery, resourcing and assessment of curriculum RE. Leaders recognise that this can be developed further by using the knowledge and skills of the school chaplain to ensure all teachers are secure in their subject knowledge.

Staff value the support they are given from the headteacher and the RE subject leader and say it gives them confidence in their teaching of RE. There is some evidence that work has been moderated and mainly agreed by Diocesan colleagues. However, the newly appointed subject leader recognises that this needs to be recorded more formally in a moderation portfolio and acted upon when changes to levels are agreed by colleagues.

The quality of provision in Religious Education is good. Teachers ensure coverage of the Religious Education Curriculum Directory (RECD) and seek to provide pupils with first hand activities and memorable learning experiences. Overall, teachers' planning for RE ensures that lessons build on prior learning and meet the needs of all pupils. The best examples show that teachers plan for different levels in both of the attainment targets. Leaders recognise that sharing this best practice across the whole school will enable all children to make more rapid progress.

The school deploys support staff effectively to assist pupils with additional needs and they make a significant contribution to the learning and progress of these pupils. This assistance includes individual and group support largely within classes.

Marking in RE across the whole school is now very good and much improved since the last inspection. It ensures that pupils know how well they have done as well as what they need to do to improve further. Pupils are given time to respond to marking during 'fix it' time and this helps them move their learning on. They are clear about how their learning is assessed.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>2</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>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</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>2</b>	<b>2</b>	<b>2</b>	<b>2</b>