



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Mary and St Michael's Catholic  
Primary School**

**Garstang**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**St Mary and St Michael's Catholic Primary School**

**Address:**

**Castle Lane  
Garstang  
Preston  
Lancashire  
PR31RF**

**Telephone Number:**

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**Email Address:**

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**School URN:**

**119617**

**Headteacher:**

**Mrs Cathryn Wilkinson**

**Chair of Governors:**

**Mr Roger Mason**

**Lead Inspector:**

**Mrs Adrienne Delaney**

**Team Inspector:**

**Mrs Elaine Allen**

**Date of Inspection:**

**March 19<sup>th</sup> 2019**

## INFORMATION ABOUT THE SCHOOL

St Mary and St Michael's is a Catholic voluntary aided primary school in the Diocese of Lancaster. It is a below average-sized primary school in rural Garstang near Preston, Lancashire.

It has gone through a number of changes since the last Section 48 inspection in 2014 including the growth of numbers of pupils attending the school, which has led to the establishment single age group classes.

New governors have also been appointed. There has been absence of key staff.

In the absence of the headteacher, the deputy headteacher is being assisted by a part-time associate headteacher in leading the school.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	16	21	29	21	27	23	18	155
Catholics on roll	11	11	17	10	15	15	5	84
Other Christian denomination	2	6	9	4	5	7	9	42
Other faith background	0	1	0	3	0	0	0	4
No religious affiliation	3	3	3	4	2	1	4	20
No of learners from groups other than WBR	1	1	2	1	3	2	2	12
Total on SEN Register	0	2	0	1	2	0	1	6
Total with Statements of SEN (EHCP)	0	0	0	0	0	0	0	0

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Mary and St Michael, Garstang	76

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	CP	2	2.5	2.5	2.5	2.5	2.5	17.5
% 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)	CP	3.5	3.5	5	5	5	5	28+
% of teaching time		23%	23%	23%	20%	20%	20%	18%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	CP	3.5	4	5	5	5	5	32
% of teaching time	23%	20%	20%	20%	20%	20%	20%	18%

<b>STAFFING</b>	
Full-time teachers	5
Part-time teachers	4
Total full-time equivalent (FTE)	7
Classroom Support assistants	7
Number of Catholic teachers FTE	80%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	6
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	30
Number of classes	7
Average class size KS1	28
Average class size KS2	38

<b>EXPENDITURE (£)</b>	<b>Last financial year 2017-18</b>	<b>Current financial year 2018-19</b>	<b>Next financial year 2019-2020</b>
Total expenditure on teaching and learning resources	£ 4000	£ 4000	£ 4000
RE Curriculum allowance from above	200	200	200
English Curriculum allowance from above	200	200	200
Total CPD budget	3000	3000	3000
RE allocation for CPD	4500	2000	1750

<b>How the school has developed since the last inspection</b>
<p>The school was previously inspected under Section 48 in 2014. Governors, the headteacher and staff have worked hard to maintain the very strong parish links and effect positive improvements in the Catholic Life and curriculum RE at St Mary and St Michael's. All aspects for improvement since the last inspection have been addressed and governors and staff have identified areas for improvement. A well-embedded baseline assessment and tracking system across the school is in place and governors are effective in support. They are resolute in working to identify areas of improvement in the delivery of curriculum RE.</p> <p>The school has a good capacity to effect continuous improvement. The dedication of the governors together with the commitment of the leadership team seen on the day of inspection, and of all staff, demonstrate this capacity.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**1**

**RELIGIOUS EDUCATION**

**2**

**OVERALL EFFECTIVENESS**

St Mary and St Michael's is a good Catholic school. It is a very welcoming and inclusive learning environment where the the school Mission Statement is lived out daily:

*'We are all unique and can reach our full potential in the loving family of St Mary and St Michael Catholic Primary School. Walking with Jesus, caring for each other, we learn together in the warmth of our school home'.*

This Mission Statement, devised and regularly examined by pupils, underpins the life of the school. Governors speak with great pride about their school: they visit regularly and know it well. They value the strong links that the school has with the parish. There is a deep commitment by all governors, leadership and staff to the continued development of the school. Pupils enjoy attending St Mary and St Michael's and they have positive attitudes to learning. A Year 1 pupil was overheard to say, following a class prayer and liturgy, 'I was so busy praying, I forgot it was lunchtime!'. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The RE governor regularly visits the school, supporting staff and pupils. The leadership has ensured that recommendations since the last inspection have been addressed successfully. The school is presently being assisted by an associate headteacher and the deputy headteacher and subject leader have worked hard to ensure that the Catholic Life remains outstanding and that RE provision is good.

The Catholic Life of the school is outstanding and the commitment from the governors, head, staff, parish clergy and laity to support pupils in their prayer life and to enable them to grow in faith has remained a priority during the recent times of challenge. Staff set good examples, support each other, are proud of their school and work well together. They value the support and opportunities that they have to deepen their own religious knowledge and deepen their own spirituality. The Parish Priest is a regular and welcome visitor to the school, actively fulfilling his role, both spiritually and pastorally. The spiritual, moral, social and cultural development of pupils is outstanding and has an impact on every-day life at St Mary and St Michael's. This can be seen through pupils' behaviour, their responses to each other and to their understanding of 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. They have raised funds for

CAFOD, and for a parish in Africa to which they are linked. Pupils take a lead role in Prayer and Liturgy and have been instrumental in raising funds for local and global charities and organising many fundraising events that involve the local community. This aids pupils' understanding of the spreading of God's word and demonstrates their understanding of Scripture.

Parents appreciate this close-knit community school and they welcome opportunities to participate in school life, such as liturgies and Masses. Gospel values permeate school life and pupils are helped to grow in faith. The quality of Prayer and Liturgy are outstanding; pupils act with reverence and join in prayers confidently. On the day of inspection children and staff led the prayer and liturgy together using readings, mimes, music, and a period of silent reflection to bring the Gospel message to life. Prayer and liturgies observed in Key Stage 1 and Key Stage 2 demonstrate that children prepare and plan these with thought and care. Pupils make full use of resources available to them and appreciate the opportunities offered, for example, Masses and other liturgies.

The quality of curriculum RE is good and pupils are provided with a 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 good. The pupils spoken to on the day of inspection demonstrated good scriptural knowledge. Action plans are now in place to raise attainment and progress. A programme of work that is unique to the school and that both enhances and fulfils the Bishop's Conference requirements needs now to be introduced in order to improve standards in RE.

Teachers' subject knowledge is good and has a positive impact on the delivery of curriculum RE. The curriculum meets the needs of all learners in line with diocesan and national recommendations.

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

The recent Human Relationships and Sex Education (HRSE) policy is in place.

The school's capacity to maintain improving standards is good.

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

To improve further the school needs to:

- Improve the quality of RE for all pupils by:

Devising a programme of study that uses the diocesan Curriculum Wheels and guidance on HRSE whilst incorporating other key resources and providing opportunities for higher level writing tasks. This will lead to secure coverage and greater enjoyment of RE.

Enabling teachers use their skills to teach, mark, and assess systematically and effectively. For example, by strengthening the practice of networking within the local cluster of Catholic schools in order to help share good practice and assist in moderation

Ensuring that marking is consistent so that children are able to understand their next steps and targets. This will lead to greater depth thinking and children will be able to progress better in their learning.

- Celebrate successes by:

Continuing the practice of RE enrichment days. These lead to a greater understanding of aspects of the faith and also coverage of areas of the curriculum that may have been taught in less depth

## 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 judgement made by the school that pupils make an outstanding contribution to the Catholic Life of the school, and benefit from it.

Governors, leaders, teachers and support staff at St Mary and St Michael's are committed to supporting the Catholic ethos of the school and its mission and this culture is embedded in the life of the school family. It is a harmonious school with a palpable Catholic ethos.

The pupils' knowledge and understanding of the Catholic Life of the school is greatly enhanced by their participation in and contribution to many aspects of school life. Pupils are proud to belong to St Mary and St Michael's Catholic parish and are glad to be part of the school and parish. For example, they celebrate Mass regularly with the parish in church. From the Foundation Stage onwards pupils develop their ability to share their own faith through whole class Prayer and Liturgy. On the day of the inspection children from the Foundation Stage chose the artefacts for the focus area. They were able to name them and when asked why a child had selected a purple cloth most children responded 'Because it's Lent'. Many Key Stage 2 pupils are members of the school Mini Vinnies group. They put their faith into action by visiting the elderly and by fundraising. The religious art and the displays around school are of a high standard, facilitating understanding of purposeful Prayer and Liturgy.

Pupils understand that their Catholic faith is different from other faiths and that they share this distinctiveness with other Catholic schools. Activities that have assisted this understanding are the celebration of Masses with the parish, fundraising with the parish and collecting money for CAFOD. All these activities are visible demonstrations of pupils' understanding of their school's mission statement. The parish members appreciate the links with the school as demonstrated by the letters seen on the day of inspection.

On the day of inspection, a pupil said 'At St Mary and St Michael's we learn that we should love each other. That was Jesus' most important message'. This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values underpin behaviour and relationships, resulting in a strong, shared vision for the Catholic Life of the school.

The Parish Priest, governors, school leaders, teachers and support staff are committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. Leaders provide a clear direction for the Catholic Life of the school and give it the highest priority, along with the spiritual and moral development of pupils.

The governors, leaders and managers are committed to partnerships with the diocesan family of parishes and schools. The school has links with the local primary schools and links are very strong with the feeder secondary school in the local Catholic cluster. Networking needs to be maintained and strengthened with the local cluster of Catholic primary schools.

The school is a prayerful community that provides a stimulating 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 all at St Mary and St Michael's. Staff have accessed training offered by the diocese and RE lead teachers, so that staff subject knowledge and confidence in facilitating Prayer and Liturgy has been strengthened.

## 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

2
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2
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2
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Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in RE is good.

The vast majority of pupils at St Mary and St Michael's enjoy RE, are religiously literate and engaged in their learning. They are able to remain on task both when entering into discussion and when working independently. They would benefit from more opportunities to write in depth and detail so as to demonstrate their knowledge and skills. During the inspection the Reception Class pupils were observed discussing Lent and Easter and Year 1 pupils were able to use the correct responses to the gospel reading. A Year 5 lesson observed during inspection demonstrated high challenge and excellent subject knowledge. Pupils could relate the parable of the Prodigal Son to everyday life. One pupil said during discussion: 'If we are truly sorry, God will always forgive us'. Another child likened the brothers' relationship to a 'frayed rope'. She said: 'They will need a new rope, or to tie the rope together to make their relationship better'. This depth of insight demonstrates the value and understanding that pupils have of Religious Education.

The vast majority of pupils make sustained progress in RE from average starting points 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 scriptural knowledge, for example the forgiving nature of God. This enables them to forgive, love and respect. Tracking demonstrates that pupils' attainment is good. Analysis of specific groups is difficult due to the small numbers of SEND and pupils in receipt of pupil premium, but almost all pupils, boys and girls, Catholic and those other than Catholic, make at least expected progress. Children are able to reflect on the notion of justice and the Common Good and pupils interviewed could talk about the reasons for fundraising and looking after the world's resources. Good quality teaching enables all learners to articulate their understanding to a good standard.

Pupil attainment and progress in RE is good and is in line with standards in English and maths. Pupils have the utmost respect for each other and can discuss their own faith and that of others. Enrichment days have helped pupils learn about other monotheistic faiths and there are plans to continue this practice. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE because teachers make their lessons engaging, interesting and relevant.

dPupils' progress in RE in each of the attainment targets, (knowledge and understanding of religion and an ability to reflect on meaning), is good. On the day of the inspection a teacher was seen referring to the ability to reflect on meaning during the introduction of a lesson. Progress is reported to parents in regular reports alongside other core curriculum subjects. Communication with parents is good. The school sends home regular newsletters and the website class areas are regularly updated. A half termly report gives parents an overview of RE.

Inspection showed that leadership and management is good. Despite recent changes in school, leadership and staff have remained committed to providing a good Catholic education for their pupils.

The associate headteacher has a clear and accurate picture of the quality of monitoring and evaluation of RE and is clear about improvements needed. She is giving the time to the enthusiastic and dedicated RE leader so that she can now move ahead in devising a comprehensive programme of study and is able to write detailed action plans. The deputy head teacher is supportive and shares this dedication.

Since the last inspection the school has continued to place RE at the forefront of teaching. The monitoring of lesson plans, book scrutiny, informal and formal observation of lessons and conversations with pupils have ensured that standards are good. The RE leader, appointed since the last inspection has the resolve and drive to effect improvement.

Teachers' planning is based on the Curriculum Directory and Diocesan advice. The school's reliance on the Curriculum Wheel alone makes it difficult for staff to seek out resources. It also limits opportunities to ensure the progression of tasks that will enable secure assessments and outcomes. Teachers' own subject knowledge helps them to make outcomes for pupils good overall. A programme of work that can draw on materials which will aid delivery of RE and lead to good outcomes for all would greatly enhance provision. Governors are informed of the curriculum through reports at meetings and regular visits to school.

Inspection found that the quality of provision is good. Teaching in RE is good. Teachers' planning builds on prior learning and their subject knowledge is very good. As a result pupil outcomes are good. However, a longer writing task could be incorporated more regularly into children's books in order to demonstrate their knowledge and understanding and to hone writing skills in the subject. Support staff are deployed effectively to assist pupils with additional needs. Next step marking needs to be consistently used cross the school so that all pupils are aware of their targets in RE.

RE work displayed around the school is exemplary. It reflects their learning and provides support for pupils during their RE lessons.

The RE curriculum meets requirements of the Bishops' Conference and is informed by the Curriculum Directory and the diocesan document 'Fit for Mission? Schools'. However, the teaching and learning in RE would be greatly enhanced by the

implementation of a more structured and detailed programme of study. RE is at the centre of the school's curriculum and the subject leader is eager to improve standards in her subject. Since the last inspection leaders' commitment to the common vision and to improving standards remain at the forefront of school life. This is largely due to dedication of leaders spoken to on the day of inspection, who wish to ensure that pupils continue to make progress in their religious literacy. The practice of networking and clustering with other Catholic schools should be embedded for the benefit of staff and pupils. Professional discussions informally and during staff meetings explore how enthusiastic and imaginative teaching motivates pupils and deepens their understanding of the subject.

Since the last inspection the Parish Priest, governors, headteacher, deputy, teachers, and support staff have continued to seek opportunities to reflect on the teaching of RE and the Catholic Life of the school. The headteacher and her deputy have facilitated training opportunities for staff. This contributes to the good subject knowledge and confidence in teaching RE. Governors, teachers and staff inspire pupils and make sure that they make progress as independent and collaborative learners. Resources are used effectively to optimise learning; consequently, pupils are well motivated and enjoy their learning in RE.

## 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>	
<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>