



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Mary's Catholic Primary,  
Morecambe**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**St Mary's Catholic Primary School**

**Address:**

**Coniston Road,  
Morecambe  
Lancashire  
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**School URN:**

**119622**

**Headteacher:**

**Mr Michael Manton**

**Chair of Governors:**

**Mrs Jane Routh**

**Lead Inspector:**

**Mrs Nerissa Nicholas**

**Team Inspector:**

**Mrs Frances Wygladala**

**Date of Inspection:**

**December 6<sup>th</sup> 2017**

## INFORMATION ABOUT THE SCHOOL

St Mary's is a Catholic voluntary aided primary school situated in Morecambe, Lancashire. The school serves the parish of Blessed John Henry Newman in the Diocese of Lancaster. It is a smaller than average-sized primary school with 173 pupils currently on roll, of whom approximately 62% are baptised Roman Catholic. Pupils are taught in single age classes from Reception to Year 6. Pupil's attainment in RE on entry is below the national average. The number of pupils from minority ethnic groups is in line with the national average, but above the local average.

<b>PUPILS</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Number on roll	16	27	24	26	23	27	30	173
Catholics on roll	11	15	13	12	17	21	18	107
Other Christian denomination	2	3	8	6	3	3	7	32
Other faith background					1	1		2
No religious affiliation	3	9	3	8	2	2	5	33
No of learners from ethnic groups	1	8	5	3	4	7	11	39
Total on SEN Register		3	6	7	4	3	9	32
Total with Statements of SEN	2			1	1			4

Exclusions in last academic year	Permanent	0	Fixed term	2.5
Index of multiple deprivation				

<b>PARISHES SERVED BY THE SCHOOL</b>	
Name of Parish	No of Pupils
Blessed John Henry Newman	159

<b>TEACHING TIME FOR RE</b>	<b>YR</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)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10	10	10	10	10	10	10	10

<b>TEACHING TIME FOR ENGLISH</b>	<b>YR</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)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

<b>TEACHING TIME FOR MATHS</b>	<b>YR</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)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

<b>STAFFING</b>	
Full-time teachers	6
Part-time teachers	5
Total full-time equivalent (FTE)	8.1
Classroom Support assistants	9
Percentage of Catholic teachers FTE	85%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	n/a

<b>ORGANISATION</b>	
Published admission number	30
Number of classes	7
Average class size KS1	23
Average class size KS2	27

<b>EXPENDITURE (£)</b>	<b>Last financial year 2016/17</b>	<b>Current financial year 2017/18</b>	<b>Next financial year 2018/19</b>
Total expenditure on teaching and learning resources	15,000	13,000	
RE Curriculum allowance from above	1,000	600(to date)	
English Curriculum allowance from above	1,920	1,500	
Total CPD budget	8,800	9,140	
RE allocation for CPD	700	1,624 (t/d)	

<b>How the school has developed since the last inspection</b>
<p>Recommendations for improvement identified at the last S48 inspection have been actioned and are beginning to have a positive impact on the school.</p> <p>The governing body is now more involved in providing challenge and support as a critical friend. Governors are invited into school in the summer to review the School Improvement Plan and discuss future areas for development and so have opportunities to help shape the vision and direction of the school.</p> <p>Inset has been provided to develop the prayer life of the school and this is starting to have an impact.</p> <p>Leadership is more stable with a permanent deputy head in post and an experienced chair of governors in place alongside some new governors. However, the current headteacher will be retiring at the end of the academic year so the school will go through a period of transition during the next academic year.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**3**

**CATHOLIC LIFE**

**2**

**RELIGIOUS EDUCATION**

**3**

### KEY FINDINGS

The Catholic Life of the school is good. St Mary's has many good and outstanding features to celebrate, but further development is still required in some key areas. The leadership and staff have prioritised the formulating of their mission and making it an authentic, tangible reality for the pupils, their families and the wider community. This has been done with great success and is clearly evident in the ethos of the school community and has a positive impact on day to day life within the school. The introduction of *Caritas in Action* and *Building the Kingdom* programmes have helped greatly and pupils, staff and governors display a shared passion and commitment to the common good and justice in the world. The school is welcoming and inclusive and all members of the community are striving to put their mission statement, 'Called to make a difference', into practice. There is no doubt that the school is highly successful in making a difference to the lives of the pupils and families it nurtures, as well as in the wider community. One little girl stated that 'we are all really special and God loves us more than anything.'

Although the achievement and enjoyments of pupils in Religious Education (RE) is generally good, there are also key aspects of RE which are inadequate; progress is not tracked satisfactorily, so governors, leaders and managers are not able to monitor outcomes of RE effectively. Much work has been done to develop a vibrant curriculum which reinforces the mission of the school. Pupils work in RE is good and books show progress over the year; they take a pride in their work and are keen to talk about what they have done in RE. Excellent teaching was observed in Year 2 and Year 6 and which meant that pupils were engaged and responsive; they stated that they enjoy their work in RE. From very low starting points, children's work in books suggests that they make good progress. However, staff have not yet been able to fully develop a whole school monitoring and tracking system to demonstrate progress across the school over a sustained length of time. This key area now needs to be addressed so that they are fully able to celebrate the good work of the school and the attainment and progress children make in RE.

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

To improve further the school needs to:

- Work closely with the Diocesan Leader of Education (DLE) to improve the monitoring and evaluation of curriculum RE and the Catholic Life of the school so that staff and governors have an accurate understanding of the quality of provision, its strengths and weaknesses, by:
  - Tracking attainment and progress of every pupil consistently across the school and analysing trends in data and progress
  - Developing systems for the head teacher and RE subject leader to monitor the quality of teaching and learning in RE
  - Moderating RE with other local schools in the Catholic Cluster
  - Developing a programme for staff and governors to monitor the various aspects of the Catholic Life of the school
- Develop the spiritual life across the school by:
  - Further developing pupil-led prayer and liturgy to create an authentic prayerful atmosphere.
  - Ensuring Prayer and Liturgy is appropriate to the age of pupils

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

All priorities since the last inspection have been addressed, but are not yet embedded. However, the school's capacity for sustained improvement in all areas is good and the DLE will be able to provide support to the head teacher, RE subject leader and governors to address the areas for improvement.

## 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

2
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3
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2
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The Catholic Life of the school is good with some outstanding features. The school has a welcoming atmosphere and an ethos which is firmly rooted in its mission statement - '*Called to make a difference.*' The staff and governors have worked hard, with drive and passion, since the last inspection to revisit their mission statement and to make it a tangible, relevant and authentic vision for the whole school community. They have done so with great success, Christ is clearly at the centre of the community and Gospel values permeate through all school life. The school prides itself on being a welcoming, family community and this was very evident from the positive feedback from parents and pupils and in the relationships around school.

Pupils have a clear and consistent message regarding the mission of the school through the 'St Mary's learner', clearly displayed around the school; these encourage aspiration through a values based approach to learning, relationships and attitude.

Pupils talk enthusiastically about the numerous ways in which they carry out their mission, both within their school, local and global communities. For example, the work they have done for the homeless community in Morecambe through wearing coloured socks in 'Socktober', the visits, with the Parish Priest, to the elderly at Matthias Court as well as raising money to buy chickens or plant a vegetable garden through CAFOD's work overseas. The RE subject leader works with passion and commitment through the *Mini Vinnies* groups in Key Stage Two to ensure children understand why they are '*called to make a difference*' in terms of trying to be more like Jesus and acting with compassion and concern. Pupils know that everyone is special, valued and equal. They show concern for their community and the wider world and are able to talk about the need for peace and love. Pastoral care is consistently good, responding appropriately to the changing needs of individuals and families.

The school enjoys strong links with the Parish community and the SVP group, and staff are supported in this through the involvement of a dedicated governor, the Parish Priest and parishioners. During Lent and Advent, two classes attend the parish Mass on a Monday morning, with parishioners and family members often attend too. The school choir have recently started to sing once a month at the Sunday Mass and the parishioners speak positively about the involvement of the pupils and the reverence they display during Mass.

Prayer and Liturgy clearly play an important part in the life of the school and the liturgical seasons are appropriately and authentically celebrated. For example, there was a very clear focus throughout the school on the season of Advent seen in displays and the focus of class worship. The school has a beautiful atmospheric prayer room that is used by classes for prayer and liturgy. Each class had a prayer table reflecting the season of Advent and prayer takes a variety of forms, from class to whole school; for example, pupils were keen to talk about the whole school worship where they dramatised scenes from Bible in groups. Pupils show interest in prayer and liturgy but it is only in upper Key Stage Two that they learn to plan and lead worship supported by resources and staff. There are resource cards in the prayer room which support children in planning prayer and liturgy and they have an afternoon where they work in their groups to plan. For example, three Year 5 pupils prepared and led a class prayer and liturgy on the theme of love. They used a Bible reading from Isaiah and had prepared paper hearts which they handed out and asked people to write on them who they loved. These were then collected in and these became the focus of prayer; pupils were quiet and well behaved throughout. Further development would be to find ways of enabling a more reflective atmosphere in order to elicit deeper prayerful responses from pupils. Staff should be mindful of keeping the prayer and liturgy to an appropriate length based on the age of the pupils; during the inspection the length was at times not age-appropriate.

Whilst the Catholic Life of the school is good with some outstanding features, the school does not currently have a system in place for monitoring the quality of provision by staff or governors. This is an area for further development and will enable the school to make an accurate self-evaluation, enhance current provision and help identify areas for improvement.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

3
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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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4
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The quality of Religious Education requires improvement.

Pupils have a positive attitude towards their learning and report that they enjoy their work in RE; one pupil said, *'It makes me feel peaceful.'* Pupils demonstrate a good understanding of the Catholic faith and of the Mass and speak enthusiastically about their favourite lessons and activities. Observations show that pupils are consistently engaged, attentive and are religiously literate. The school has developed a broad and relevant curriculum for RE which meets the requirements of the Bishops' Conference. This includes a two-year cycle for the teaching of Judaism and Islam. Work has been undertaken to ensure that a range of resources and activities are used to address the curriculum objectives, as well as incorporate the new HRSE objectives. Staff use creative methods in RE, for example, the use of *Philosophy for Children* and drama to engage and stimulate the pupils. Excellent teaching was seen in Years 2 and 6 where pupils were fully engaged in their work and excellent questioning was used to challenge learners. There is some evidence in books of high quality marking and children in Year 4 were able to tell us about 'fix-it' time. This practice now needs to be shared across the school to support children in thinking more deeply about their work.

Pupils' books showed that children take a pride in their work and work to a good standard by Year 6 having entered the school with very low starting points in Reception. There is an established baseline assessment which shows pupils make good progress in Reception. Pupils appear to be making at least good progress across Key Stage One and Two but there is a lack of evidence in terms of data to show this. During the inspection there were very limited records of monitoring and no assessment data for tracking progress over time. Improving in this area will enable children, staff, governors and parents to have a clearer picture of the progress pupils make in RE and enable the school to target underachievement as the cohorts vary so much from year to year.

Staff moderate RE work within St Mary's and the Subject Leader shares this at external moderation provided by the Diocese. Awareness of increased expectations could be improved by moderating RE with other local schools in the Catholic Cluster, as is currently the practice in Writing.

The school has been creative in developing pupils' values and their thinking skills in RE. For example the use of *Philosophy for Children*, as seen in a Year 6 lesson

(with excellent questioning techniques and reflection), is helping pupils to formulate their understanding of Gospel values and encouraging them to question, formulate and discuss their views, opinions and values.

Governors, leaders and managers do not monitor outcomes of Religious Education effectively; they have a good understanding of what is required in leading the school but are not given the necessary data or information to enable them to effectively analyse progress throughout both attainment strands in RE. They are committed to the school's Catholic mission and to its place in Religious Education; they are enthusiastic about their roles and have great pride in their school.

Recent professional development opportunities, including working with *Pax Christi*, *Building the Kingdom* and CPD with Sr Judith Russi SSMN has had a positive impact on the subject knowledge of staff and brought about changes to the curriculum. There is a commitment to developing staff and one teacher is currently undertaking the CCRS. There is a good variety and use of excellent quality, up to date resources for RE and teachers pay great attention to providing a stimulating learning environment; these include displays in the hall, in classes and around the school. The 'quiet room' is used as a rich resource, as is the church even though it is some distance from the school.

The RE curriculum provides pupils with a deep insight into the life and teachings of Jesus Christ, the central beliefs of the Catholic Church, and the relationships between faith and life. This leads to learning that is often stimulating and memorable. It provides good opportunities for spiritual, cultural and moral development, it raises pupils' awareness of, and respect for, other world faiths and beliefs. As observed during inspection, pupils concentrate in lessons, are keen to learn and achieve well, and imaginative use is made of resources to maximise learning. Systems need to be developed for the head teacher and RE subject leader to monitor the quality and consistency of teaching and learning in RE.

Communication with parents is good especially through the weekly newsletter; parents appreciate the work of the school, as shown in the questionnaires submitted to the Diocese for the inspection. Almost all state that their children are happy in school and that they are made to feel welcome.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>3</b>
<b>Capacity for sustained improvement</b>	<b>2</b>
<b>Catholic Life</b>	<b>2</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>2</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>3</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>2</b>
<b>Religious Education</b>	<b>3</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>4</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>3</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>Religious Education</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>