



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Mary's Catholic Primary School,
Great Ecclestone**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	St Mary's Catholic Primary School
Address:	St Mary's Road Great Eccleston Preston PR3 0ZJ
Telephone Number:	01995 670364
Email Address:	head@st-marysgreateccleston.lancs.sch.uk
School URN:	119625
Headteacher:	Mr David Ramsay
Chair of Governors:	Mrs Patricia Eastham
Lead Inspector:	Mr Philip Bates
Team Inspector:	Mrs Michelle Holden
Date of Inspection:	21 June 2016

INFORMATION ABOUT THE SCHOOL

St Mary's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school serves the parish of St Mary, Great Eccleston. It is a small primary school with 35 pupils currently on role of whom 16 are baptised Roman Catholic with 4 teachers being Roman Catholic. The school has two classes; one mixed Early Years Foundation Stage/Key Stage 1 class and one mixed Key Stage 2 class.

The majority of children are of White British origin with 6 pupils from ethnic groups.

The number of pupils identified as requiring additional support due to special education needs is 8; there are no pupils in school who have a Statement of Special Educational Needs or an Educational Health Care Plan.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	6	4	2	7	7	4	5	35
Catholics on roll	3	2	0	4	2	3	2	16
Other Christian denomination	2	2	2	3	4	1	3	17
Other faith background	1	0	0	0	1	0	0	2
No religious affiliation	0	0	0	0	0	0	0	0
No of learners from ethnic groups	1	1	0	2	1	1	0	6
Total on SEN Register	3	0	0	2	1	0	2	8
Total EAL	0	1	0	0	0	0	0	1
Total with Statements of SEN	0	0	0	0	0	0	0	0

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	A – 29.6% B – 70.4%			

PARISH SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Parish of St Mary's, Great Eccleston	16

TEACHING TIME FOR RE	Year R – Year 2	Year 3 – Year 6	Total
Total teaching time (Hours)	2 hours	2.25 hours	4.25%
% of teaching time	10%	10%	10%

TEACHING TIME FOR ENGLISH	Year R – Year 2	Year 3 – Year 6	Total
Total teaching time (Hours)	4.5 hours	5 hours	9.5%
% of teaching time	20%	20%	20%

TEACHING TIME FOR MATHS	Year R – Year 2	Year 3 – Year 6	Total
Total teaching time (Hours)	4.5 hours	5 hours	9.5%
% of teaching time	20%	20%	20%

STAFFING	
Full-time teachers	1
Part-time teachers	4
Total full-time equivalent (FTE)	2.8
Classroom Support assistants	3
Catholic teachers FTE	2.7
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	N/A

ORGANISATION	
Published admission number	8
Number of classes	2
Class size EYFS/Key Stage 1	12
Class size Key Stage 2	23

EXPENDITURE (£)	Last financial year 2013-14	Current financial year 2014-15	Next financial year 2015-16
Total expenditure on teaching and learning resources	Curriculum capitation £6,000	Curriculum capitation £4,000	Curriculum capitation £3,800
RE Curriculum allowance from above	£2,772	£2,820	£2,400
English Curriculum allowance from above	No specific allowance	No specific allowance	No specific allowance
Total CPD budget	Staff development £3,000 Governor training - £600	Staff development £2,000 Governor training - £600	Staff development £2,000 Governor training - £600
RE allocation for CPD	£300	£300	£300

How the school has developed since the last inspection

All targets from the last inspection have been achieved. The successful implementation of this has resulted in all pupils making good progress from their starting points in curriculum RE. The headteacher, who is also the subject leader, recognises and accurately identifies the need for continuous curriculum and assessment refinement in light of changes to the chosen curriculum scheme and to the assessments the school uses.

The school has a good capacity for sustained improvement. The excellent leadership of the headteacher and the commitment of staff and governors illustrate the capacity to improve further. Outcomes from collaboration with local small schools, along with internal and external moderation meetings and whole school self-evaluation, have identified areas for development. These are communicated to governors through committee meetings where action plans are shared. Governors provide support and challenge to ensure the focus is on improving standards of attainment and progress for all pupils in RE.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

St Mary's is a good Catholic school. Pupils' contribution to and benefit from the Catholic Life of the school being outstanding. St Mary's is a very welcoming school and has inclusion for all as a central goal and a shared vision. The school's mission statement underpins all aspects of school life, and during the inspection it was clear that all strive to live the school's mission on a daily basis; '...To happen – it has to be lived!'. Governors are fully committed to supporting the school and play a significant part in leading the strategic direction of the school and the community it serves. They are very proud of their school and its reputation in the community. During the inspection, the headteacher demonstrated how the children have a growing sense of service and a growing understanding of social justice for the community they live in. One example being how children organise Harvest collections and are actively involved in the delivery of their food hampers to the elderly and housebound in their community.

The Catholic Life of the school is good. The commitment from governors, staff, parish clergy and catechists to support pupils in their prayer life continues to be a priority. Staff and governors are excellent role models and are extremely proud of their school; they work very well together and care deeply about each other's wellbeing. Pupils are able to make a strong contribution to the Catholic life of the school and draw great benefit from it. This can be seen through pupils' responses to each other and to the idea of the common good in the world we live. During the inspection, pupils explained that the reason why teachers and adults in school care about us is because they love us. Gospel values permeate through school life and pupils are helped to grow in faith, to make the most of their abilities and are encouraged to become the very best they can be.

The quality of Religious Education is good. Governors and school leaders are committed to the school's Catholic mission. Pupils are provided with opportunities to deepen their faith, to understand Catholic traditions and practices and they progress well in their learning. Teachers have good subject knowledge in RE; they are well supported in terms of professional development and ensure that pupils enjoy their RE lessons. The curriculum is being developed to meet the needs of all learners in-line with diocesan and national recommendations. St Mary's has piloted a new scheme for the diocese and is currently in the second year of a four-year programme. The development of this scheme for small schools is proving to be successful in encouraging greater pupil participation and a greater depth of pupil understanding during RE lessons.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to facilitate the opportunities to develop Prayer and Liturgy by:
 - Assisting and supporting children to develop a greater depth of understanding during Prayer and Liturgy.
 - Assisting and supporting children to continue to develop their ability to communicate their faith.
- Continue to develop curriculum opportunities for more able pupils to demonstrate a higher level of understanding by:
 - Further development and evaluation of the current curriculum to ensure all groups of learners are suitably challenged at the appropriate level.
 - Ensuring consistent 'next steps' marking across the school, at an age-appropriate level, that informs all pupils how to improve their work.
 - Continuing to develop rigorous monitoring and assessment systems. This will inform future teaching and learning opportunities and enable pupils to make greater progress.
- Continue to work with local schools:
 - To provide curriculum enrichment opportunities that inspire and deepen children's understanding of their faith and the faiths of others within and beyond the school community.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- 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

1

2

2

Pupils make an outstanding contribution to the Catholic life of the school and greatly benefit from it. They lead and take responsibility for shaping activities with religious character in the school and in the wider community. Opportunities for Prayer and Liturgy are good. During the inspection pupils throughout school were observed acting with reverence and joining in prayers confidently during times of Prayer and Liturgy. Older pupils regularly prepare and lead Prayer and Liturgy with a growing independence. Younger pupils develop their ability to lead Prayer and Liturgy as they progress through school. The teachers' ability to guide pupils skilfully and compassionately facilitates their faith development. Specific gospel values such as gentleness, forgiveness and peace are at the heart of a deeply embedded culture of care and concern promoted by governors, school leaders and all adults working within the school. An example would be when the children from a range of age groups spoke to the inspector about how everyone always forgives each other at St Mary's. The reason why the pupils gave this answer to the inspector was because they care about each other and want to live peacefully with one another.

Pupils treat others with a high level of respect and understand that their behaviour always has consequences. During the inspection older children could explain how Jesus's teaching has informed them how they should behave towards one another. Pupils' behaviour is excellent, they are proud of their religious backgrounds and beliefs, and are reflective and respectful of those with beliefs different to their own. Pupils are well aware of the needs of other people and seek to support others through their outward actions in the communities they serve. Nurtured within the school's secure Catholic ethos pupils are confident in, and ready to express, their own views and beliefs, whilst showing openness and tolerance to others. This was observed through discussion with pupils during the inspection.

Governors and school leaders demonstrate a firm commitment to the mission of the Church and provide good role models for staff and pupils alike. The chair of governors provides excellent support for religious education, along with the headteacher and is fully committed to the mission of the Church. Governors and school leaders conduct a range of monitoring activities relating to the provision and outcomes for the Catholic Life of the school and governors challenge and support the headteacher when required. Continued professional development is planned by the headteacher with the support of governors who ensure there is financial support for this. All staff are supported in developing the Catholic Life of the school. Governors, clergy and school leaders ensure

that Prayer and Liturgy of the Catholic Church are central to the life of the school and are a key part of every school celebration. They plan the school calendar around the liturgical seasons. Parishioners and families from the wider communities are encouraged to participate in the Catholic Life of the school. Opportunities include: pupils attending Mass with the parish, pupils participating in the annual remembrance service at the village memorial, the villages' annual Advent churches together service along with parish community Harvest mass.

The quality of provision for the Catholic life of the school is good. St Mary's is a welcoming, friendly school with a strong family ethos where everyone has the opportunity to grow in faith and to use their individual gifts. The Gospel of Jesus Christ is the essential guide to the aspirations of the school community. The school strives to address the fundamental needs of the human person's spiritual, intellectual, physical, emotional and social development. Staff are excellent role models, are proud of their school and work well together. There are positive relationships with the parish, catechists, parents, governors, staff and pupils with all respondents to the parental questionnaire stating they are made to feel welcome in school. Everyone involved in the school works hard to support and develop these relationships. The school has worked closely with successive parish priests since the last inspection to continue to build on the many strengths already established. Masses are planned for, and celebrated at special times in the school year. For example: the beginning of the school year, to celebrate Harvest and also to give thanks at the end of term. The school is actively involved in supporting the work of the Catholic Teaching Alliance and is also fully engaged with the cluster of local Catholic schools.

Through continued curriculum development and experiences, opportunities for pupils to learn about other world faiths have been carefully planned and implemented. These include educational visits to: the Sikh Gurdwara, the Mosque in Preston and the Synagogue in St Annes. The impact of these curriculum developments is that pupils increase their understanding of other world faiths as well as creating a greater awareness of community cohesion.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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

2

2

All pupils enjoy RE and speak confidently about their RE lessons and they have positive attitudes towards their learning. Pupils enjoy the different approaches being used to engage them in their RE lessons, especially when using information and communication technology, role play and drama. As a result of the continual curriculum developments, pupils are becoming aware of the demands of religious commitment in everyday life. Pupils' participation in Prayer and Liturgy, together with curriculum coverage, is helping them to deepen their awareness of how to live out their faith beyond the school.

The RE curriculum meets the requirements of the Bishops' Conference in full and is planned over a three-year cycle for Early Years Foundation Stage/Key Stage 1 and a four-year cycle for Key Stage 2 using the 'Come & See' RE scheme. It cross references with the national curriculum directory and incorporates the Universal Church resources from Cafod. Pupils speak with confidence about visiting a local homeless shelter and places of worship from other faiths. Such enrichment opportunities have engaged pupils' interests and provide good opportunities for their spiritual and moral development.

Leadership and management of the RE curriculum is good. Governors and leaders conduct a range of monitoring activities relating to provision and outcomes in RE. The headteacher, who is also the RE subject leader, carries out observations regularly and reports progress and attainment to the governing body. Governors are aware of the priorities for RE in school which make links with the diocesan document 'Fit for Mission? Schools'. The Chair of Governors is a regular visitor to school which strengthens links between the parish and the school. The Parish Priest is involved in developing the children's understanding of the Mass and works well with the headteacher and teachers to plan opportunities for developing the pupils' understanding of our faith.

The school's current tracking system is used by the headteacher to monitor progress with assessment and is carried out each term based on the diocesan assessment cycle. The headteacher tracks pupils' progress termly, with an overall level being given at the end of each school year: this gives the school an accurate picture of individual pupil progress and attainment. Baseline assessments indicate that on entry to the school, children have very little knowledge or understanding of the Catholic faith or its traditions. However, most pupils make good progress in Foundation Stage and though Key Stage 1.

Evidence of pupils' achievement over the last three years, confirms that from below

average starting points, most pupils make good progress in RE in the Foundation Stage and in Key Stage 1 and attain standards that are generally in line with those expected nationally. Evidence shows that in Key Stage 2, most pupils make the expected two levels progress by the end of Year 6 and outcomes in RE are in line with standards in English and maths. However, data shows that over the last three years, no pupils have made more than the expected progress in curriculum RE.

This information is analysed by the headteacher and the governors but further scrutiny now needs to take place to identify any variations in attainment and progress made by vulnerable groups such as more able pupils, those with special educational needs, pupils who may be in receipt of the Pupil Premium and pupils with English as an additional language. Coupled with curriculum developments, this sharper focus on tracking pupil progress will facilitate opportunities for teachers to plan for all pupils to make rapid and sustained progress.

The management of staff teaching RE is good with staff working closely together to plan and to ensure coverage. Teachers are well-qualified to teach religious education and the quality of the teaching observed during the inspection confirmed this. Lessons observed showed that they have strong subject knowledge, which inspires and challenges pupils and this contributes to their good progress as learners. During the inspection this was observed where in one lesson, the outdoor environment was used to share the wonders of God's world.

Where good quality marking is evident, and pupils have responded to advice on the 'next steps marking', the progress of pupils is enhanced as comments encourage them to further deepen their learning. This needs to be consistently carried out across the school with pupils given structured marking comments on how to improve their work further.

Throughout the school there is a range of good quality learning environments that create opportunities for pupils to share their understanding and also to share their achievements. The pupils enjoyed guiding the inspectors around their school and were able to share their understanding of the RE displays observed. For example, a wall display in the hall showing the children's understanding of the Year of Mercy. Pupils are very proud of their school and of their contributions to the wider community; they speak with pride of their efforts to raise money to help others in their local community and also through their efforts to help support the homeless shelters in Blackpool and Preston. Pupils confirm that their school is a caring family that helps them to be more confident in all aspects of their learning.

Parents appreciate the work of the school, as shown in the parents' questionnaires returned before the inspection. Parents strongly agree that their children are happy in school, that as parents they are made to feel welcome in school and that the school meets the religious needs of all pupils, including those who are not Catholic.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	2	2	2
Religious Education	2	2	2	2