



DIOCESE OF  
SHREWSBURY

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SECTION 48 INSPECTION REPORT:

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

School: St Luke's Catholic Primary School  
Address: Church Road  
Trench  
Telford  
TF2 7HG

Tel No: 01952 388222

URN: 123558

Headteacher: Mrs S Beale

Chair of Governors: Ms P Heffernan

Date of Inspection: 22 June 2016

Inspectors: Mrs J Johnson  
Mr K Toms

*The person  
of each individual  
human being  
is at the heart  
of Christ's teaching:  
this is why  
the promotion of the  
human person  
is the goal  
of the Catholic school.*

(The Catholic school on the threshold of the third millennium  
Pope John Paul)

# Our Vision

A school where we 'Care, Share and Learn' together

## Mission Statement

The school community

- develops and delivers a creative and stimulating curriculum
- ensures each child is given the opportunity to fulfil their potential
- encourages and demonstrates appropriate behaviour and attitudes
- promotes positive Christian values
- develops a deeper understanding of Modern British Values and respect for all
- strengthens the links between parents, our church and the wider community

Aims

- To enhance our supportive moral framework within which every child can develop self confidence
- To encourage all pupils to develop lively, enquiring, imaginative and creative minds and high aspirations for their futures
- To enable pupils to become independent, self-motivated, self-disciplined, to show respect for themselves, for others and the environment.
- To assist our children's spiritual growth in terms of their prayer life as part of their education/curriculum
- To embed an ethos of high standards and expectations of all members of the school community

## FACTUAL INFORMATION ABOUT THE SCHOOL

| Pupils                                | FS |    | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|---------------------------------------|----|----|----|----|----|----|----|----|-------|
|                                       | PT | FT |    |    |    |    |    |    |       |
| Number on roll                        | 0  | 20 | 19 | 20 | 22 | 21 | 15 | 23 | 140   |
| Catholics on roll                     | 0  | 17 | 11 | 12 | 11 | 7  | 9  | 9  | 77    |
| Other Christian denomination          | 0  | 3  | 1  | 4  | 7  | 5  | 6  | 10 | 34    |
| Other faith background                | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     |
| No stated religious affiliation       | 0  | 0  | 7  | 4  | 4  | 9  | 0  | 4  | 29    |
| Number of learners from ethnic groups | 0  | 11 | 6  | 5  | 6  | 3  | 6  | 6  | 42    |
| Total on SEN Register                 | 0  | 0  | 1  | 2  | 6  | 5  | 0  | 4  | 18    |
| Total with Statements of SEN          | 0  | 0  | 0  | 1  | 2  | 0  | 0  | 0  | 3     |
| FSM                                   | 0  | 1  | 1  | 4  | 5  | 7  | 3  | 2  | 23    |

|                                  |           |   |            |   |
|----------------------------------|-----------|---|------------|---|
| Exclusions in last academic year | Permanent | 0 | Fixed term | 2 |
| Index of multiple deprivation    |           |   |            |   |

| PARISHES SERVED BY THE SCHOOL       |              |
|-------------------------------------|--------------|
| Name of Parish                      | No of Pupils |
| Our Lady of the Rosary and St. Luke | 77           |
|                                     |              |
|                                     |              |
|                                     |              |
|                                     |              |
|                                     |              |
|                                     |              |

| With reference to Year 6 – the Catholic schools to which your pupils transferred |              |
|----------------------------------------------------------------------------------|--------------|
| PUPILS TRANSFER                                                                  |              |
| Name of School                                                                   | No of Pupils |
| Holy Trinity Academy                                                             | 10           |
| Telford Priory                                                                   | 7            |
| Thomas Telford                                                                   | 2            |
| Burton Borough                                                                   | 2            |
| Charlton School                                                                  | 1            |
| Hadley Learning Community                                                        | 2            |
|                                                                                  |              |
|                                                                                  |              |

| RE TEACHING TIME                           | FS |      | Y1   | Y2   | Y3 | Y4 | Y5 | Y6 | Total |
|--------------------------------------------|----|------|------|------|----|----|----|----|-------|
|                                            | PT | FT   |      |      |    |    |    |    |       |
| Total RE teaching time (Hours) -- per week |    | 23.5 | 23.5 | 23.5 | 24 | 24 | 24 | 24 | 166.5 |

| STAFFING                                      |     |
|-----------------------------------------------|-----|
| Full-time teachers                            | 5*  |
| Part-time teachers                            | 1*  |
| Total full-time equivalent                    | 7   |
| Support assistants                            | 10  |
| Percentage of Catholic teachers f.t.e.        | 50% |
| How many teachers teach RE (P) f.t.e.         | 5   |
| Number of teachers with CCRS or equivalent    | 0   |
| Number of teachers currently undertaking CCRS | 2   |

| NAME OF SCHOOL                    |     |
|-----------------------------------|-----|
| <b>St Luke's Catholic Primary</b> |     |
| Published admission number        | 140 |
| Number of classes                 | 5   |
| Average class size KS1            | 30  |
| Average class size KS2            | 27  |

\*We currently have two part time supply teachers in Class 2 (Year 1/2) until the end of term.

## FINANCIAL DATA

| EXPENDITURE (£) | Last financial year<br>2014/2015 | Current financial year<br>2015/2016 | Next financial year<br>2016/2017 |
|-----------------|----------------------------------|-------------------------------------|----------------------------------|
| RE              | £400                             | £791                                |                                  |
| English         | £300                             | £300                                |                                  |
| Mathematics     | £300                             | £300                                |                                  |
| Science         | £200                             | £200                                |                                  |

|                                                                                                                     |                  |
|---------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b> | <b>Judgement</b> |
|---------------------------------------------------------------------------------------------------------------------|------------------|

| <b>OUTCOMES FOR PUPILS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>2</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>The outcomes for pupils are good, and pupils are rightly proud of their school. Inspectors spoke with pupils from Y2-6, and they were able to articulate how the school's Mission Statement influences them in their life in school, and their relationships with one another. They were able to express their own views and beliefs with confidence.</p> <p>They have a good understanding of what makes their school different from non-faith schools, and they make sure that they show consideration and respect for one other. They are polite and courteous, and have impeccable manners. Their behaviour is exemplary at all times, which means that their learning is never disrupted. The school has a very calm and peaceful atmosphere.</p> <p>Pupils are reflective and inquiring-for instance, the youngest pupils in school had formulated questions for Jesus, such as, 'Why did you leave us?' and 'What is heaven like?'</p> <p>Pupils benefit from the varied opportunities to experience the Catholic life of the school, including close links with the parish of Our Lady of the Rosary and St Luke's. For instance, on the day of the Inspection, Y5/6 pupils spent time in church experiencing a World Faith Prayer Trail, led by pupils. The Mini-Vinnies also enjoy and benefit from strong links with the SVP group in the parish. Furthermore, in order to enhance the pupils' experience of the Mass, the sung Mass of St Bernadette is being introduced in both the Parish and School.</p> <p>Almost all pupils say that they enjoy their Religious Education lessons, and they are keen to do well and take part in the activities on offer. They work hard in lessons, and can work well collaboratively. Progress in Religious Education is good, from their different starting points. Standards in Religious Education are also good, and with more challenge for the most able pupils, could rise further.</p> <p>Pupils enjoy participating in Collective Worship, and they act with reverence throughout. They are becoming more skilled in the use of scripture, religious artefacts and prayer, and in planning the Acts of Worship independently. They are keen to complete their Mission throughout the week.</p> |          |

| <b>LEADERS AND MANAGERS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>2</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>School leaders and managers are fully committed to the Church's Mission in education and have an excellent understanding of the school's strengths and areas for development. The school's self-evaluation is accurate, and based on a range of evidence.</p> <p>The Headteacher, who is currently the Religious Education Subject Leader, is passionate about driving the school forward, and has achieved much in a relatively short time. She has sought out and made full use of opportunities provided by the Diocese, and this has had a positive impact on standards and outcomes in Religious Education. She has established robust systems for monitoring, evaluation and assessment in Religious Education, and these now need to be embedded in the future. The Headteacher keeps the Governing Body well informed of all developments. She has also established strong links with the other local Catholic schools.</p> <p>Governors take their responsibilities seriously, and are keen to support and challenge in equal measure. Fr Bill is the nominated Governor for Religious Education, and he, along with Catechists, work hard to welcome all families into the life of the Parish. Governors are very well informed about Religious Education and the Catholic life of the school, and, being frequent visitors to school, they find out things out for themselves, thereby ensuring an accurate basis for their evaluations. The school's Religious Education action plan is detailed, and supports Governors in their monitoring role, as well as helps to shape the vision and direction of the school. Governors are ambitious for the school.</p> |          |

Questionnaires returned by parents show that the vast majority of children enjoy attending the school. Parents are happy with the values and attitudes that the school teaches, and as one parent wrote, 'Couldn't ask for a more caring school'. It is clear from the answers given by parents that they fully support the Mission Statement of the school.

**PROVISION**

**2**

Teaching observed by the Inspectors was effective in enabling pupils to make good progress in lessons. Teachers have strong subject knowledge in Religious Education, and are well supported by skillful teaching assistants. Thanks to recent professional development training, there has been a real attempt to develop creativity in Religious Education lessons and this is making learning memorable and exciting for pupils. The staff support the ethos of the school wholeheartedly, and take their professional development in Religious Education seriously.

Pupils are enthusiastic about their learning in Religious Education, and they have an impressive knowledge of the life of St Luke, and his role in the mission of the church.

Mixed age classes present the school a real challenge in terms of coverage of the Religious Education curriculum, and differentiation is provided mostly by support or outcome. Although tasks are often open ended, the progress and attainment of more able pupils would be accelerated by the use of more challenging questions and by the provision of different, more difficult tasks. Work in pupils' Religious Education books is very well presented, and colourful Religious Education displays around the school and in all classrooms, celebrate learning as well as enhance it. Good use of IT to promote learning in Religious Education was evidenced across the school.

Marking is generally thorough and follows the school policy, which the pupils clearly understand. Pupils talk about 'CTG'-Close the Gap, and they know that this helps them to make the next step in their learning. In some instances pupils have not responded to the comments made by their teachers. The school is also developing pupil self -assessment and peer-assessment across the curriculum, including in Religious Education.

The school works successfully with Catechists of the Parish who provide extra input during the children's special year of celebration, and have also supported parents who have wanted to be received into the Church as a result.

**OVERALL EFFECTIVENESS**

**2**

St Luke's is a very successful school providing a good Catholic education for all of the pupils in its care. There is clear evidence of improvement in all areas of Religious Education since the last inspection.

The Headteacher inspires others to ensure that the shared vision has a significant positive impact on the outcomes for the pupils of St Luke's Catholic Primary School.

The governors and staff are committed to the Catholic mission of the school, and strong relationships exist between staff, pupils, families and the wider parish community.

The school's capacity for sustained improvement is good.

All targets from the last Inspection have been addressed.

**What the school could do to improve further**

- Continue with the plans to appoint a new Religious Education Subject Leader, building on the success, vision and drive of the current Subject Leader
- Continue to develop differentiation throughout the school, in order to raise the attainment and accelerate progress of all pupils, including the most able.

**Parents' Questionnaires**  
**16 Parents returned questionnaires**

|   |                                                                                                  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|--------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|------------|
| 1 | My child enjoys school                                                                           | 11             | 5     |          |                   |            |
| 2 | I am happy with the values and attitudes that the school teaches                                 | 11             | 5     |          |                   |            |
| 3 | I am made to feel welcome in school                                                              | 11             | 5     |          |                   |            |
| 4 | The school seeks the views of parents/carers and takes account of their suggestions and concerns | 9              | 6     | 1        |                   |            |
| 5 | The school gives me a clear understanding of what is taught in Religious Education               | 8              | 8     |          |                   |            |
| 6 | The school enables my children to achieve a good standard of work in Religious Education         | 8              | 8     |          |                   |            |
| 7 | The school keeps me well informed about my child(ren)'s progress in Religious Education          | 7              | 8     | 1        |                   |            |

**Pupil Questionnaires (Year 2)**

|    |                                                                               | Yes | Sometimes | No |
|----|-------------------------------------------------------------------------------|-----|-----------|----|
| 1  | I like being at this school.                                                  | 15  | 5         |    |
| 2  | I learn new things in Religious Education lessons.                            | 14  | 6         |    |
| 3  | I enjoy learning about Jesus and how to live as His friend.                   | 19  | 1         |    |
| 4  | I have to work hard.                                                          | 18  | 2         |    |
| 5  | My teacher helps me when I get stuck so I can make my work better.            | 18  | 2         |    |
| 6  | My teacher listens to me.                                                     | 18  | 2         |    |
| 7  | When I am unhappy there is always an adult I can talk to.                     | 20  |           |    |
| 8  | I get praise when I do my best.                                               | 19  | 1         |    |
| 9  | Other children are kind and behave well                                       | 14  | 6         |    |
| 10 | I am happy on the playground.                                                 | 15  | 5         |    |
| 11 | I am allowed to help in class and around school.                              | 15  | 5         |    |
| 12 | I enjoy the times we say our prayers, talk to God and sing songs about Jesus. | 19  | 1         |    |

**Pupil Questionnaires (Year 6)**

|    |                                                            | Yes | Sometimes | No |
|----|------------------------------------------------------------|-----|-----------|----|
| 1  | Do you like being at this school?                          | 26  |           |    |
| 2  | Do you find out new things in Religious Education lessons? | 26  |           |    |
| 3  | Are your Religious Education lessons interesting?          | 24  | 2         |    |
| 4  | Do you get help when you are stuck?                        | 26  |           |    |
| 5  | Do you have to work hard?                                  | 26  |           |    |
| 6  | Do teachers show you how to make your work better?         | 26  |           |    |
| 7  | Do other children behave well?                             | 26  |           |    |
| 8  | Are teachers fair to you?                                  | 26  |           |    |
| 9  | Do teachers listen to your ideas?                          | 17  | 8         | 1  |
| 10 | Are you given responsibility?                              |     |           |    |
| 11 | Do you enjoy your times of prayer together?                |     |           |    |