



## Catholic Schools Inspectorate inspection report for St Mary's, Clayton -Le Moors

URN:119659  
Carried out on behalf of the Right Rev. John Arnold, Bishop of Salford on

Date: 12<sup>th</sup> and 13<sup>th</sup> July 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well:

- The mission statement is lived out by all in the school community. The staff bear witness to the Catholic life and mission of the school.
- The leadership of this "family school" have ensured that all in the school community, including parents and carers, feel valued and welcomed. All relationships are extremely positive.
- Pupil behaviour is outstanding. They are happy and confident and know they are valued and cared for.
- The Growing in Faith Together (GIFT) team contribute greatly to the spiritual life of the school.

- Links between the parish are very strong and enhance the Catholic life of the school.

Please write three bullet points picking out the school's main strengths.

What the school needs to improve:

- To further develop the pupils' religious education, leaders and governors need to ensure self-evaluation of this area is accurate, evidence based and relates tightly to the inspection framework.
- Continue to develop class prayer and liturgy so that these sessions are prepared and led by all pupils and include moments of quiet reflection and spontaneous prayer.
- Further develop assessment of religious education so that the knowledge, understanding and skills expected, in each year group, are clearly demonstrated.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission.

Catholic life and mission key judgement grade:.....

1

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

1

### Provision

The quality of provision for the Catholic life and mission of the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

1



The pupils at St Mary’s Catholic Primary School are confident and happy pupils who know they are valued and cared for. They are able to express their understanding of what it means to be unique individuals. The pupils understand that the school and their community are committed to following the teachings of Jesus and as one pupil stated, “religious education helps me to understand how to be kind and caring and try to live life like Jesus.” The pupils are eager to take on roles and responsibilities and opportunities arise for pupils to be part of the Growing in Faith Together (G.I.F.T) team, Eco-club, school council, and other groups. All upper Key Stage 2 pupils have a leadership role within school and therefore have opportunities to care for other pupils, and actively participate and contribute to the life of the school. Pupils are enthusiastic in discussing their work in “looking after God’s world”. The weekly gardening club “God’s Gardeners” grow fruit and vegetables for the local food bank. The school’s work across all classes, on different ecological issues, has developed the pupils understanding of their personal responsibility to care for our common home; this has resulted in them receiving the “Laudato Si” award. They are proud to talk about the work they undertake for charities, both locally and nationally. Pupils support CAFOD, Caritas, Macmillan Cancer charity and charities in Cambodia. Collections for the local food bank are led and organised by the G.I.F.T team. Leadership ensure that pupils develop a deep sense of respect for other faiths by holding a multi- faith week each autumn. Visitors from other faiths are invited to this event and pupils have visited the local mosque. The behaviour in lessons and throughout the school is outstanding.

The mission statement is known, lived and witnessed throughout the school. There is a real

sense of community, which is clearly evident, in all the strong relationships which exist between staff, families and the parish. Staff provide high levels of pastoral care for all pupils. They are exemplary role models providing love and care for pupils through extremely positive relationships. They bear witness to the school's Catholic life and mission. One pupil remarked, "teachers really care about us. They come to us if we are upset, but we are never upset in school." Staff feel valued and appreciated and talk about the "strong family team" and the excellent relationships within the school community. Their spiritual and moral development is provided for through the many liturgical services and opportunities for reflection in the school. The school environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space. There are a variety of bright displays around the school. The attractive prayer area in the entrance hall is witness to the mission of the school allowing pupils and staff to pray in a quiet and calm area. All stakeholders display great loyalty and support for the school. Parents feel welcomed and valued and are full of praise for the development of their children's faith and the care and support they receive. The relationships, sex and health education (RSHE) curriculum is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements. School have excellent relationships with their feeder high school, Mount Carmel. The staff of the high school visit St Mary's on a regular basis and pupils in turn are involved in working with Mount Carmel.

Leaders and governors are deeply committed to ensuring that Christ and his teaching is at the centre of all their work and are deeply committed to developing the Catholic faith life of the children. The headteacher is inspirational in his vision, practice and faith. He puts Catholic life and mission at the forefront of his school's work which results in high care, commitment and support from every member of the school community. The priests of the parish work closely with the school to support in developing the faith life of the pupils. The staff questionnaires are overwhelmingly positive about the support and care they receive from the leaders and governors of the school, they feel they are extremely well cared for. Parents are highly complementary about the school. They know the school's mission statement and values and are fully supportive of it. Parents of children, who are of other faiths, complimented the school on how included they feel and how their own faith is valued. Experienced governors are ambitious for the school. They lead by example, attending liturgical services where possible and work closely with senior leaders to ensure there are many opportunities to develop the faith life of the pupils. Leaders are very proud of their ecological work and in recent years the school has been visited by Bishop John to bless and open their eco-classroom.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

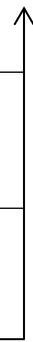
The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils are developing secure knowledge, understanding and skills which reflect the requirements of the *Religious Education Curriculum Directory*. The *Come and See* programme is followed by all classes. The religious education curriculum is further enhanced by the celebration of key feasts and saints’ days evidenced through class and whole school worship and displays around the school. The “Big Questions” curriculum compliments the work of religious education and class floor books evidence the pupils evaluating and reflecting on the big questions of life. Pupils enjoy their lessons and show interest and enthusiasm and are keen to share their ideas. Behaviour in lessons is outstanding as all pupils are engaged in their learning. Scripture is displayed around the school and references to scripture and passages from the bible were evident during inspection as teachers strive to ensure that the pupils are religiously literate. Pupils showed evidence of being able to reflect both spiritually and think ethically. The pupils in Class 3 planned actions for further work in the school on environmental issues and were able to articulate the reasons why they have to personally share their ideas and influence others. Feedback in books is positive and celebrates pupils’ efforts. Further work is needed however, to support teachers, in providing a variety of different ways in giving feedback. This will enable pupils to know what they have to do to improve and so make greater progress.

Teachers are confident in their subject knowledge, appropriate to the phase in which they are teaching. All staff create a positive climate for learning with pupils being encouraged to support and help each other. Displays of religious education work is evident around the school. Pupils are encouraged to write their own prayers and evidence of this can be seen in religious education books, on displays and in prayer areas. The key vocabulary for each topic is displayed during lessons

and used throughout teaching and in tasks given to pupils. Moderation of religious education work has taken place with other leaders across local Catholic schools to help with consistency of standards. Leaders have strived to ensure that religious education is taught through providing creative tasks for pupils, however teaching needs to be balanced with opportunities for pupils to demonstrate their deeper learning through more lengthy written answers. Questioning is used to identify pupils previous learning and to further understanding. Teachers need to further develop pupils' confidence so that they in turn ask questions within lessons and so enhance their knowledge and understanding. The subject leader has rightly identified in her action plans that presentation of pupils work in some books could be improved. Assessment of work takes place after each unit of work and is evidenced in the pupils' books. However, this requires further development so that clear next steps are identified for the pupils.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Religious education is given the required time. The subject leader is confident in her role and has a clear vision for the subject. She attends all diocesan training ensuring teaching staff are kept up to date by disseminating the information back at school meetings. Regular monitoring of religious education takes place as part of the school's overall programme. Governors are regular visitors to the school and the governor "religious education working group" monitor standards and evaluate current practice. Each year the link governor conducts a pupil voice questionnaire to find out about their progress in religious education. The professional development of the staff is a high priority and staff have attended many of the programmes offered by the diocese, including leadership programmes. The curriculum has been planned by leaders to include the work of Caritas and RSHE programmes. The sacramental programme is now delivered by the senior leadership of the school, supported by the priests of the parish. Regular meetings take place. Parents are appreciative of the staff's work in this area. Leaders need to ensure their self-evaluation of the religious education sections of the national inspection framework are matched closely to the handbook. This will inform next steps and areas for development, particularly for pupil progress.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2

Class prayer and liturgy has become an established part of the school's daily timetable. Pupils respond well to the experiences of prayer and liturgy provided by the school and the class teachers. The Growing in Faith Together Team (G.I.F.T.), which is well established in the school, are confident in their roles and are contributing to the prayer and liturgical life of the school. They plan and lead prayer and liturgy sessions with both Key Stage 1 and Key Stage 2 pupils. They meet with pupils at break times and pray with them on the special prayer bench and in the prayer hut. They have written their own team prayer and "rap" which they recite with great enthusiasm and pride. The headteacher leads weekly assemblies, attended by all pupils and staff, and the G.I.F.T. team contribute to these meetings in a variety of ways. Pupils are very knowledgeable about the liturgical year and resources are available for the pupils to dress their prayer areas in the relevant colours. The class prayer and liturgy sessions observed during the inspection were, however, teacher led and gave little opportunity for the pupils to read their own prayers or engage in spontaneous prayer. The highly skilled G.I.F.T team's next steps, supported by the class teachers, is to help all pupils in planning class prayer and liturgy so that everyone can undertake liturgical ministries with confidence.

Leaders, including governors, recognise the importance of prayer and liturgy for the school community and are striving to ensure it is of the highest quality. Assemblies, class prayer and liturgy and whole school masses all take place on a regular basis. A weekly mass is held for each class and attended by parents and parishioners. These services follow the liturgical year and are evidenced in the class collective worship big books. Music and other art forms are used to enhance these services. Scripture readings are evident in all prayer and liturgy sessions. All staff have received training in this area in the planning and supporting of pupils in leading prayer and liturgy. The

“stepping-stones” plan is a developmental scheme which details the expectations for pupils in planning and delivering prayer and liturgy for each year group. To encourage the faith development and prayer life of their pupils, leaders have provided “travelling” Nativity, Easter and Rosary packs for pupils to take and lead prayer and liturgy in their own homes. A permanent dedicated prayer space has been created at the entrance of the school. It is an imaginative, creative and calming space inviting all to pray. It is used regularly by both pupils and staff.

Leaders and governors recognise the importance of prayer and liturgy for the faith development of the school community. A collective worship policy is in place. All staff have received training to ensure they can deliver effective prayer and liturgy and the importance of it is understood by all. The school is fortunate to have the parish church next to the school. It is used weekly for class masses and for the whole school on special occasions, feast days and significant days in the Church’s year. During the inspection a leavers mass was held, to which all pupils contributed to, by taking part in readings, bidding prayers and joyful singing. The subject leader, with the headteacher, has worked tirelessly to promote prayer, liturgy and worship across the school. The Growing in Faith Together team are a “credit” to their work. The team regularly evaluate their work but this should now be encouraged and promoted consistently across the school. Leaders need to ensure that class led prayer and liturgy is more robustly evaluated to avoid the “question and answer approach” observed in these sessions.

## Information about the school

Full name of school	St Mary's Clayton- Le Moors
School unique reference number (URN)	119659
Full postal address of the school	Clayton-le-Moors, Accrington, Lancashire, BB5 5RJ.
School phone number	01254 231277
Name of head teacher or principal	Mr Michael Mashiter
Chair of governing board	Mrs Claire Perkins
School Website	<a href="https://www.st-marys-clayton-le-moors.lancs.sch.uk/">https://www.st-marys-clayton-le-moors.lancs.sch.uk/</a>
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11 years
Trustees	Salford Diocese
Gender of pupils	Mixed
Date of last denominational inspection	20 <sup>th</sup> May 2015
Previous denominational inspection grade	Good

### The inspection team

**Fiona Robinson**

**Lead inspector**

**Annemarie Bell**

**Team inspector**

### Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

