



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

## ST. MARY'S CATHOLIC PRIMARY SCHOOL

### LEYLAND

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Inspection Date	Tuesday 5 <sup>th</sup> June 2018
Inspectors	Mrs Julie Rourke Miss Jackie Coughlan, Mrs Angela Williams
Unique Reference Number	119677

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	300
Chair of Governor	Mrs Sue Mills
Headteacher	Mrs Louise O'Mahony
School address	Haig Avenue Leyland Lancashire PR25 2QA
Telephone number	01772 422431
E-mail address	head@st-marys-leyland.lancs.sch.uk
Date of last inspection	12 <sup>th</sup> February 2013

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St. Mary's school is a larger than average sized Catholic Primary School situated in Leyland serving the parish of St. Mary's.
- There are 300 children on roll of whom 154 are baptised Catholic, 43 come from other Christian denominations and 19 from other faith or religious traditions. Eighty-four children have no religious affiliation.
- There are 15 teachers at the school, including the headteacher, of whom 7 are baptised Catholic. Four teachers have a suitable qualification in Religious Education.
- Since the last inspection, there has been a significant change in personnel. A new Chair of Governors has been appointed. There is a new headteacher and deputy headteacher in post. There are two new Religious Education subject leaders, one of which is the current deputy headteacher.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

# OVERALL EFFECTIVENESS

St. Mary's Catholic Primary School is a good school in providing Catholic Education.

## CATHOLIC LIFE

### The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is good.
- Pupils at St. Mary's understand their mission. They were involved in writing their own motto to help them to understand its meaning and strive to live by it. *'At St. Mary's we live and learn, sharing God's love.'*
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children behave well, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Children are praised regularly through a variety of awards. At the end of the year, there are achievement awards for *Overcoming Adversity* and *Faith in Action*.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. Along with the full support of the parish, the *Faith in Action* programme has successfully been implemented with older pupils. They have produced thoughtful journals to express their understanding and work achieved.
- Pupils participate in opportunities provided by the school, such as, choir performances for the elderly, boys and girls football, and healthy *Change for Life* events.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They accept their responsibilities and as a result they become, for example, prefects and buddy readers.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. On the day of inspection, one child commented, *'We all believe in Jesus and follow his footsteps to make the school and the world a better place.'* Children actively seek ways to fundraise for national charities but also know the needs of their own community.
- Pupils enjoy promoting the Catholic Life and mission of the school. They continually raise funds for a variety of causes. These include; *Mary's Meals, CAFOD, St. Catherine's Hospice, Shoebox Appeal, and MacMillan Cancer Care*. Pupils are alert to the needs of others and seek justice for all within and beyond the school community.
- Pupils annually fundraise for a vulnerable community in Goa, India. The children understand the community and receive regular updates from them. The school has development plans to further enhance children's views of a variety of cultures, faiths and religions.
- The school is keen to continue developing pupils' independence and responsibilities to further engage with school, local and wider communities in response to living by their mission in, *'Sharing God's love.'*
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. They are involved with leading a variety of masses, *Gospel Hands, Leyland Together Carol Service* and *Nugent Mass*.
- Pupils respond well to the many opportunities the school provides for their personal support and development. The school provides a family support worker and learning mentor. Children

and their families are assisted and signposted to a wide variety of support and encourage coping and behavioural strategies.

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is good.
- The school Mission Statement clearly expresses the educational mission of the Church with clear aims and objectives and is a strength of the school.
- Staff are fully committed to its implementation across the curriculum and the whole of school life. St. Mary's is a supportive community on a journey to fully live out its mission. This is evident in the quality of relationships in the school.
- The school environment boasts brightly decorated areas of learning with focal areas reflecting the liturgical year. Saints names are chosen for each classroom, giving children and staff opportunities to understand how they truly lived their faith. The school is a haven which proudly displays the school's Christian message.
- The school is making great strides in ensuring that children are provided with the very best models of Christian behaviour.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. The Social and Emotional Aspects of Learning programme and monthly Gospel values supports the schools' behaviour policy, encouraging tolerance and forgiveness.
- All pupils are provided with a key worker. Every child has the opportunity for reflection, understanding of appropriate behaviour and encourages social and emotional interactions.
- The school provides a restorative justice model which supports pupils' empathy and understanding of how actions affect others.
- Policies and structures are in place, which provide pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. The Family Support worker has accessed the *Newman Fund*, *Nugent* and *St Vincent de Paul Society* to support the needs of the families in the school community.
- The Archdiocesan recommended, Relationships and Sex Education programme, *Journey in Love* is due to be implemented across the school. The school would benefit from identifying where the links are across the curriculum and across the school year to embed the programme.
- The parish priest and parish community provide full support and promote the Catholic Life of the school. Staff and children attend regular whole school masses and a variety of liturgical events, such as Advent, Lent and end of year celebrations.
- St. Mary's school would now benefit from developing the prayer life of the school for staff. The *Come and See* staff reflections and spiritual retreats would further the close bonds for the staff and parish. Staff who are working hard to promote Gospel values and serving the school's local and wider communities, will have the opportunity to be spiritually fed themselves. This can only serve to enhance the Catholic life of the school and its mission.

## **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are good with outstanding features in promoting, monitoring and evaluating the provision for the Catholic Life of the school.

- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement. There are planned improvements to further enhance the Catholic Life of the school.
- The schools' self-evaluation document is a thorough document however, it would benefit from reorganisation to reflect the areas outlined in this report.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff have a strong understanding of the school's mission. Staff are involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school's website has a wealth of information as well as regular newsletters, welcome and parent and teacher meetings. Parents have a good understanding of the school's mission. The school is keen to continue developing their links with parents.
- As leaders, the governing body and the parish priest are ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors show a dedication, they are passionate and active in ensuring a full contribution to the school's mission and Catholic Life. As well as supporting children with *Faith in Action*, they promote and involve children with *Churches Together* and a variety of liturgical events.
- Policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and promotes them throughout the school.

## RELIGIOUS EDUCATION

### How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Many pupils concentrate well and are engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils enjoy their lessons and disruptions in lessons are unusual. In outstanding elements of teaching observed on the day of inspection, pupils enjoyed challenges to extend their learning.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks are well presented and depict a variety of activities, progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is some good evidence of developmental marking with the use of driver words. This good practice should be shared across the school to be consistent. This will enable pupils to benefit from challenges, know how well they are progressing and know how to keep improving.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment.

- There is good evidence of data collated from across the school, showing how Religious Education is affecting different groups of children, for example, children with specific needs, boys and girls. The school can now use this data to develop Religious Education groups and ensure that data is used in planning.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers plan good lessons with subject expertise and have a good understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons and in some lessons observed, outstanding progress.
- Teachers are developing ways to include driver words to differentiate and challenge pupils. This will enable them to communicate high expectations for Religious Education.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. Teachers employ a range of appropriate strategies, including individual and collaborative work.
- Teaching assistants are carefully planned for to optimise learning for pupils. They show great understanding and consideration of the specific needs of pupils in their care.
- On the day of inspection, there were some outstanding elements of teaching. Teachers skilfully questioned pupils and adapted lesson content, suiting the needs of all ages and learners. Driver words were used to show some differentiation. High expectations and quality feedback engaged learners and involved pupils in their learning.
- The outstanding practices within school now need to be shared to be consistent and embedded in Religious Education teaching.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are good with some outstanding features in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of frequent assessment, tracking, monitoring, analysis and self-challenge. This leads to at least good outcomes in Religious Education.
- Governors are aware of Religious Education standards and are involved and informed of monitoring. They are keen to support the Religious Education coordinators in continuing to develop the Religious Education standards across the school.
- The curriculum leaders for Religious Education, which includes the Deputy Headteacher, have a clear vision for teaching and learning and a secure level of expertise in securing this vision. The team is organised and through discussions with governors, senior leaders and children on the day of inspection, they are having an impact in raising the profile of Religious Education across the school.

- The leaders for Religious Education have worked hard to ensure any new initiatives are in place and staff are supportive of those changes. They attend a local cluster group to share best practice. They understand their role and plan effectively wanting the very best in all areas of Catholic Life, Religious Education and Collective Worship.
- Leaders and governors can now look to closing the gap between data and planning, which will further inform teaching and learning.

## **COLLECTIVE WORSHIP**

### **How well pupils respond to and participate in the school's Collective Worship**

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response.
- There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Pupils readily take the initiative in leading worship displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Other pupils are uplifted by the worship opportunities created by their peers.
- On the day of inspection, pupils gathered reverently to well-prepared, meaningful liturgies and in one worship observed, children led the class liturgy with teacher support. The pupils were well prepared and confident in their approach to prayer.
- Younger pupils were skilfully guided into silent prayer by their teacher. Both worships were creative and well resourced. There were appropriate moments for silent reflection.
- Go forth messages were clear and enabled the children to spread the message that they had heard.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which reflects this understanding.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability or faith background.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own particular faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have meaningful experiences of the Church's liturgical life.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They know the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- Pupils' spiritual and moral development can continue to flourish by planning for retreats and/or creative prayer days to widen their experience of prayer and encourage further reflection and contemplation.

- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging.

### **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive and active in the prayer life of the school.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts.
- They ensure that worship is made accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils' age appropriate planning and leading Collective Worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.
- The school outlines the themes for worship throughout the year. This can be further developed by showing evidence in a school portfolio that celebrates the themes for worship, liturgies and celebrations throughout the year. This will ensure that the quality of worship can be cherished and shared by the whole school community.

## What the school needs to do to improve further

- Continue to develop the Catholic Life of the school further by:
  - encouraging pupils' independence and responsibilities to further engage with school, local and wider communities;
  - further enhance pupil's views of a variety of cultures, faiths and religions;
  - developing the prayer life of the school for staff;
  - reorganisation of the school's self-evaluation document.
- Continue to develop Religious Education further by:
  - closing the gap between data and planning, teaching and learning;
  - using the driver words in age appropriate developmental marking consistently.
- Continue to further outstanding practices in Collective worship by:
  - planning for pupil retreats/creative prayer to widen experiences of worship;
  - develop a worship portfolio that provides evidence of worship, the liturgical year, celebrations and will enable sharing of outstanding practices across the school.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***