

# Catholic Schools Inspectorate inspection report for St. Peter And St. Paul Catholic Primary, Mawdesley

URN: 119678

Carried out on behalf of the Most Rev. Malcolm McMahon , Arch/bishop of Liverpool on:

Date: 19.04.2023

## Overall effectiveness

The overall quality of Catholic education provided by the school.....

3

## Catholic life and mission (p.3)

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

2

## Religious education (p.5)

The quality of curriculum religious education.....

3

## Collective worship (p.7)

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

3

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

Partially

## Summary of key findings

### What the school does well

- Catholic Life and Mission is a strength of the school that is clearly understood and celebrated, with everyone very proud to belong to this school family.
- The commitment, care and support from the Headteacher towards the school family is a model of how the Mission Statement is lived out.
- The children are fully engaged and behaviour for learning is exemplary within lessons and around the school.
- *Rejoice* floor books truly celebrate the children's work and contributions.
- All stakeholders' questionnaires were positive about the school.

What the school needs to improve:

- Leaders and Governors need to seek support and training from the Archdiocese to enable the school to move forward in addressing all areas identified for improvement within its Catholic self-evaluation document.
- A review of staff roles and responsibilities would assist in alleviating the heavy workload placed upon the headteacher and religious education lead and allow the improvements needed to take place.
- Carry out formal monitoring in religious education and collective worship to ensure that leaders and governors have an accurate knowledge and understanding of the needs across the school and can implement actions to improve.

## 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:.....

2

### Pupil outcomes

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

2

### Provision

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

2

### Leadership

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

2

The pupils, staff and governors are extremely proud of their school. They understand how the school's Catholic identity guides them in the many charitable activities they undertake. The pupils are happy and demonstrated a strong sense of worth. They can clearly articulate how they are cared for in the school family. They speak warmly about how being in a small school is important to them, because everybody knows your name. The school puts itself at the service of the local community and in-particular supports the *Southport Soup Kitchen*, the *Irenaeus Food Cupboard* and have sponsored James through the Compassion UK scheme. The pupils accompany the adults donating the food and report back to their peers, explaining how their donations support and help local families. Leaders believe that the pupils should know and understand where their donations go, rather than sending a cheque to a larger charity. The pupils enthusiastically talk about their involvement. The behaviour of the pupils is exemplary in lessons and around the school. They understand how they should follow the example of Jesus, especially in how they treat one another. Pupils, staff and governors speak about how the school feels like a true family. This is evident in the positive relationships witnessed throughout the school community.

The commitment, care and support from the leadership of the school is a model of how the Mission Statement should be lived out. Her example is followed by all staff who are truly committed to the pupils and each other. The Mission Statement has been reviewed since the last inspection to ensure that its acronym, *love*, is lived-out in as many ways as possible. It is evident that Christ is at the heart of this school and that all feel part of the St. Peter and Paul family. As one member of staff put it, "Everyone is included, everyone is treated equally." All staff know every pupil and the pupils reported that this made their school special. The positive relationships ensure that there is supportive pastoral care of the pupils. Governors speak about the strong support for

pupils with special needs and how families chose the school because of this. The school values the pupils' individual talents and celebrates them at Friday's assemblies, where parents are welcome. The school's programme for relationships, sex and health education is faithful to the teaching of the Church and meets the archdiocesan requirements.

The Headteacher, staff and governors are all committed to promoting the Catholic life and mission of the school. However, due to the small number of staff and limited resources, particularly time, monitoring and evaluation is an area that needs development, investment and further impact across the school. Procedures and draft policies are in place. However, they have yet to be formalised into written policies. The school engages with the Archdiocese, and due to its distant location appreciates the virtual training that is offered, as well as the personal visits made by Archdiocesan officers. The school has a strong relationship with the parish and attends Mass there on Holy days and special occasions. The pupils spoke excitedly about the whole school being present at a pupils' baptism and first holy communion. Parents are very supportive of the school and attend the Friday assemblies. The school has begun working towards the *Live Simply Award* and has created an action plan that is in progress. The headteacher truly cares for her staff and they fully appreciate how she is always able to notice when someone needs support. The headteacher reports that the chair and vice -chair of governors continue to take a more supportive role in addressing her own wellbeing, which remains as a positive step forward.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

### 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.....

3

### Leadership

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

3

Pupils clearly enjoy and achieve in their religious education lessons. This is evident in the pupil questionnaires and discussions. As one pupil reported, “We like religious education lessons because everyone is calm; we get to draw pictures and posters; we get to use the iPads and computers, do some acting; they are all fun! Religious education isn’t boring because the teachers make it interesting.” Key Stage 2 books contain a variety of work and show signs of creativity. The books are of comparable standard with books in other subjects. The provision of pupil books in Key Stage 1 would ensure that all children’s efforts and achievements are celebrated. The heartfelt *good news* messages shared in one observed lesson demonstrated the strong and happy relationships within the class. The engagement in all lessons was excellent. The pupils were passionate and enthusiastic, especially in the pupil discussions. They could talk confidently about what they had learnt. They told us that sometimes the lessons are challenging because they are encouraged to answer hard questions about Scripture, and to remember lots of work from previous lessons. The pupils explained that they know how to make their work better because they are given targets.

Teachers have a good subject knowledge and are skilled in planning for mixed age classes. The teaching cycle adopted works well and is implemented across all classes. Focused questions in one class, for each year group, established pupils’ growing knowledge. In one of the older classes there were some missed opportunities for secondary questions. Overall, there is a lack of assessment and data across the school. Consequently, there is limited evidence of pupil work in Key Stage 1, which is not allowing the staff to accurately plan and match learning to pupils’ abilities and needs. Staff reported that this was an action in their religious action plan. This is already recorded as an area for action within the Catholic self-evaluation document. Pupil work and responses are celebrated in all classes and pupils feel their contributions are valued. Pupils in the

older classes successfully make links with how they can use their energy to support the community. Tasks are creative and allow pupils to apply what they learn. Resources are appropriate and varied, with good use made of technology, which engages and interests the pupils. Teaching assistants who know the pupils well, offer effective support during lessons. They ensure pupils with special educational needs make appropriate progress.

Leaders and governors ensure that the curriculum is faithful to the *Religious Education Directory* and therefore meets Archdiocesan requirements. They also ensure that religious education is comparable to other curriculum subjects in relation to staffing, resourcing and work produced in Key Stage 2 books. The vision for the monitoring and evaluation of the religious education provision is understood. It has been shared by the Headteacher, who is also the subject leader. However, due to the lack of time and staff availability, no formal monitoring or recording of evidence has taken place. The actions identified in the school's Catholic self-evaluation document and discussed during the inspection, need an investment of time to ensure maximum impact for the school to move forward. A review of the subject leader's responsibilities, particularly in view of the many changes still to come within the new religious education curriculum, will greatly assist the head in planning for shared responsibility. Again, due to time, financial constraints and the distance to attend, professional development has been difficult for the school to access. Virtual training allows some staff development to take place. This in turn is disseminated to other staff. Consequently, there is a need for all staff involved in the teaching of religious education to attend Archdiocesan training as soon as possible.

## Collective worship

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

Collective worship key judgement grade:.....

3

### 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 .....

3

The pupils participated well within the class prayer and liturgy observed. During one gathering, a Year 6 pupil played a calming piece of classical music and set the tone for the class worship. Pupils immediately became still and ready to participate in prayer. In the youngest class, children gathered to an age-appropriate hymn and sang with enthusiasm! They too recognised that this was a special time and responded well throughout. Appropriate scripture linked to the themes enabled pupils to take time to reflect. During the inspection pupils commented on their enjoyment of prayer and liturgy because everyone is calm, and everyone stays still. They liked the fact they did not have to write anything down, so they could relax. Pupils spoke about one celebratory occasion they enjoyed, when they received a message from Pope Francis. They explored how they could spread his message through the school and community. Pupils are aware of the liturgical year and the reason for different types of prayer during the Church's various seasons. The 'Go Forth,' in both observations were a strength. Pupils spoke about how they were given tasks related to the theme which would lead to action and how this could help them be kind to others. The *Rejoice* floor books were a true celebration of the pupils' work and contributions to prayer and liturgy.

There is a daily pattern of prayer embedded across the school. Scripture is used appropriately and is central to the prayer. The scripture chosen enables all participants to be fully and actively involved. The weekly whole school prayer and liturgy is based on the Sunday gospel. Pupils sing, listen to Scripture, look at pictures and say prayers. Music was a strength in both observed gatherings of prayer and liturgy. This same strength was also evident in the *Rejoice* celebrations. Staff and senior leaders are models of good practice and pupils talked enthusiastically about how teachers helped them to plan the *Rejoice* prayer and liturgy at the end of each topic. They enjoyed choosing the music, the prayers and the Scripture as a class and putting it together in their class

worship books, they liked being creative. They also enjoyed the eating cakes at the end! The school should consider the use of prayer spaces to make more areas more conducive to prayer.

The school's policy on prayer and liturgy needs updating to support staff in their preparations. The planned coordinated themes will enable the skills of the participating pupils to be further developed and address differentiation by age and progression within prayer times. The school and local parish work well together. Pupils attend Mass as a school in the church on holy days and special occasions. Parents are invited to attend but the start time limits attendance. School staff support the pupils during the celebrations of the sacraments at key times in the year. Professional development opportunities for all staff, in planning and delivering prayer and liturgy, provided by the Archdiocese, would have a direct impact across all key stages. There is an inconsistent approach to monitoring of prayer and liturgy. As a result, staff leaders are insufficiently supported. More use of formal monitoring and evaluation of prayer and liturgy, would enable leaders and governors to ensure staff have the correct support, continuous professional development and practical resources to enable strategic improvement planning. Outcomes from monitoring would also enable leaders to give all staff opportunities to deliver high quality experiences of prayer and liturgy.



## Information about the school

|  |   |
|--|---|
| Full name of school                            | St. Peter and Paul, Mawdesley   |
| School unique reference number (URN)           | 119678  |
| Full postal address of the school              | Ridley Lane, Mawdesley, L40 3PP   |
| School phone number                            | 01704 822216  |
| Name of head teacher or principal              | Miss Patricia Coulthard   |
| Chair of governing board                       | Mr Philip Dawson  |
| School Website                                 | <a href="https://www.sspeterandpaulsschoolmawdesley.co.uk">https://www.sspeterandpaulsschoolmawdesley.co.uk</a> |
| Multi-academy trust or company (if applicable) | Not applicable  |
| Type of school                                 | Primary   |
| School category                                | Voluntary aided   |
| Age-range of pupils                            | 4-11  |
| Trustees                                       | Governors   |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | 20 <sup>th</sup> October 2015   |
| Previous denominational inspection grade       | Good  |

## The inspection team

|                   |                |
|-------------------|----------------|
| Deborah Albon     | Lead inspector |
| Clare Dwerryhouse | Team inspector |

## Key to grade judgements

| Grade    | England              | Wales  |
|----------|----------------------|--|
| <b>1</b> | Outstanding          | Excellent  |
| <b>2</b> | Good                 | Good   |
| <b>3</b> | Requires improvement | Adequate and requires improvement                |
| <b>4</b> | Inadequate           | Unsatisfactory and in need of urgent improvement |

