

SALFORD DIOCESE
INSPECTION REPORT



THORNEYHOLME
ROMAN CATHOLIC PRIMARY SCHOOL

Trough Road Dunsop Bridge Clitheroe
Lancashire BB7 3BG

Inspection date January 2009

Reporting Inspector Mrs. J. Schofield

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School	Catholic Primary
URN	119689
Age range of pupils	3-11
Number on roll	39
Appropriate authority	The governing body
Chair of Governors	Mrs. Amanda Parker
Headteacher	Mrs. Maureen Stansfield
Religious Education Co-ordinator	Mrs. Janet Wells
Date of previous inspection	February 2006

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	1	
The following pages provide reasons to support these judgements		

CHARACTERISTICS OF THE SCHOOL

Thorneyholme is a voluntary aided Roman Catholic primary school situated in the parish of St Hubert at Dunsop Bridge on the outskirts of Clitheroe. Pupils travel from the local village, the surrounding villages and farms of this rural area which has no significant evidence of social deprivation. It is a small school with 39 pupils on roll of whom 11 are baptised Catholics. The age range of learners is from 3 to 11 years. The school's admission number is 10. The school has identified 7 pupils as having special educational needs and 2 pupils have a statutory statement of special educational need. There are currently 2 full time and 2 part time teaching staff of whom 2 (50%) are of the Catholic faith. (50%)

OVERALL EFFECTIVENESS OF THE SCHOOL

Thorneyholme is a good Catholic school with some outstanding features. The school's Mission Statement is displayed in the main areas of the building with a Statement written by the pupils in the classrooms. The school's inclusive ethos is a firm foundation upon which respect for differing faiths and cultures encourages pupils to worship, learn and play together. Relationships between the school and its extended community are a strength. The spiritual, moral, social and cultural development of learners is good. High quality assemblies and classroom worship give valuable support to the curriculum. Pupils are well motivated and display good attitudes to their learning. The governing body is fully supportive of the positive force the school plays in the whole community it serves. Parents are very committed to the school and involved in the school's daily life. The headteacher has assessed the leadership and management of the Catholic life of the school and the quality of collective worship to be good. Inspection evidence gathered however indicates the leadership and management of the Catholic life of the school and the quality of collective worship to be outstanding.

Improvement since the last inspection.

Since the last inspection the school has facilitated good staff training for the newly appointed and newly qualified staff. The key issues raised in the last Section 48 inspection have been fully addressed. Systems for the observation of teaching and learning are in place. Assessment procedures are well developed and the levelling of pupils' work is closely linked with diocesan assessment materials. The headteacher provides strong leadership and is well supported by governors and staff in the management of the school. The entire staff of the school work as a team in support of each other. Governors and parents are well-informed regarding curriculum provision and the progress of pupils.

Capacity to improve

The school's self-evaluation is comprehensive. The governors and headteacher shared a vision for the future development of the school. The headteacher and the Religious Education co-ordinator are committed to continuing the development of all aspects of the Catholicity of the school together with provision of quality education to meet the particular needs of all the learners. There is good evidence in the effective monitoring of the curriculum and prayer and worship that every member of the school community is aware of the goals the school is aiming to achieve. The school has good capacity for further improvement.

What the school should do to improve further

There are no significant issues to be addressed. The school is encouraged to develop the following priority as identified in its own self-evaluation.

- Enable pupils to be increasingly responsible for worship in school.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic Life of the school are outstanding. All aspects of the daily life and work of the school are a true reflection of its Mission Statement which is displayed in classrooms and prominent places around the school. The leadership team promote a positive ethos and successfully provide a Catholic education whilst embracing pupils and staff of diverse faiths. The parish priest is a regular and welcome visitor in the school playing an important role in the religious life of all pupils. The governors are well informed on aspects of Religious Education and the Catholic life of the school through headteacher reports and their attendance at assemblies and religious celebrations. The chair of governors meets regularly with the headteacher. A shared vision for the ongoing development of the Catholic life of the school ensures the appointment of committed Christian teachers and the funding for ongoing staff training. The good relationships that exist between the home, school, parish family and the wider community are a positive strength. Partnership with parents is further encouraged through newsletters, parent meetings and good information and reporting regarding the progress of their children. Parents are invited to share in school Masses, assemblies and liturgical celebrations. The school promotes community cohesion through links with local church communities and has established links and exchange visits to a school where pupils are from a different environment and culture.

THE QUALITY OF COLLECTIVE WORSHIP

The provision for collective worship in the school is outstanding. Opportunities for prayer and worship are carefully planned, organised, celebrated and recorded. On Holy Days and during Advent and Lent the pupils attend Mass in the church. All learners are included in preparations for these celebration and encouraged to come forward for a blessing. The opportunities for worship that were observed during inspection are a regular and integral part of the pupils' prayer life and pupils prayed with reverence and respect. A whole school assembly led by the headteacher followed the theme of the importance of "Community" A bible story read by a pupil focused on the apostles who shared everything. The headteacher introduced the story of an island in the Philippines where a large mining company planned to open a mine against the wishes of the island community. A group of Year 5 & Year 6 pupils took the parts of islanders expressing their positive and negative views on the proposal. As the story unfolded the theme that respecting and caring for other people in order to do the best for the community often involved making difficult choices. This was understood by even the youngest pupils. Pupils were attentive and keen to offer their views on how respect and care for others should be reflected in their attitudes in both school and family life. The assembly concluded with bidding prayers led by the children. The assembly was a good opportunity for pupils to share readings and compose their own prayers.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good overall. The level of attainment when pupils enter the school is broadly average as most children have attended some pre-school education provision. Progress and achievement in Foundation Stage and Key Stage 1 is good. By the end Key Stage 2 progress is very good. In the lessons observed during inspection learners were able to build on their prior knowledge. They were attentive listeners, eager in their responses to questioning and responsible in their attitudes to working in groups. Teachers set activities appropriate to the pupils' ages and abilities within each Key Stage and used teaching assistants well to help learners achieve at an appropriate level. By the end of Key Stage 1 learners are beginning to write short sentences of independent work. By the end of Key Stage 1 there are some examples of pupils' work which are outstanding for their ages. In Key Stage 2 independent writing continues to develop and learners show a sound knowledge of their faith. They use appropriate religious vocabulary in discussions and in their well presented written work. The introduction of circle time encourages pupils in the development of Christian values and respect for themselves and others. Pupils are increasingly aware of the needs of others and give generously to a number of local and world wide charities.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning in Religious Education is good with some outstanding features in both key stages. Teachers have high expectations of their pupils and use a wide range of techniques and resources to encourage and support learning and meet the needs of all learners. The effective use of teaching assistants has a positive impact on the achievement of the pupils. Good use of white boards and information communication technology create interest and enjoyment in the classroom. Challenging activities and good classroom management skills are a strong feature of teaching. In the lessons observed pupils responded with enthusiasm and achieved well. Lesson plans identify clear learning objectives, teaching strategies and appropriate differentiation in tasks to meet the ages and abilities of each year group in the class. All teaching areas are bright and stimulating learning environments with colourful displays of pupils' work. A good example of teaching occurred in Key Stage2. Pupils were able to build on their previous knowledge of the liturgical seasons of the year. They were able to identify each season displayed on the white board and suggest which part of the life of Jesus the Church celebrates during that season. They demonstrated good understanding of the previous Sunday Gospel. Each group of pupils settled well to their given tasks related to the gospel reading and were eager to share their efforts with the class. The lesson concluded as pupils gathered for prayer and worship as they offered their work to God and considered how they might demonstrate they can be followers of Jesus.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The curriculum for Religious Education is good. Policies for Religious Education and prayer and worship are in place. The school has devised a rolling programme of topics in order to ensure that all pupils receive their full Religious Education curriculum entitlement as they move through the school. No pupil is withdrawn from Religious Education lessons. The time allocated to religious lessons is broadly in line with national and diocesan requirements. Teachers are knowledgeable and confident in the consistency of their delivery of the Salford diocesan schemes *REvision 2000* and *Moving the Vision On*. Teaching assistants play an important role supporting teachers and pupils within the classroom. Good resources are well used and information communication technology is a valuable support to the delivery of the curriculum. School Masses together with assemblies and liturgical celebrations have a positive impact in supporting, enriching and extending the Religious Education curriculum at the school. The school plays a leading role in the preparation of pupils for the Sacraments of Initiation. Through the study of world religions and the schools links with other schools there are many opportunities to promote pupils' understanding and respect for other faiths and cultures.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The headteacher has assessed the leadership and management of Religious Education to be good. Inspection evidence gathered however judges this to be of outstanding quality. The on-going development of curriculum Religious Education is a priority affecting the life and work of the school. The shared vision of the headteacher and parish priest who meet regularly to discuss progress is strongly supported by the governing body which is well informed of Religious Education matters. The experienced subject leader for Religious Education works hard to ensure that pupil progress and the development of the curriculum are frequently reviewed. She gives clear guidance to staff in planning for teaching mixed year groupings and the preparation of assemblies and liturgies. Aiming to support the staff and further raise standards, book scrutinies and the monitoring of teaching and learning through observations is in place. Half termly assessment procedures are completed helping to give a clear indication of pupils' knowledge and understanding. In-service training encourages all staff to challenge their own practice and be adventurous and creative in their delivery of the curriculum. Governors are encouraged to visit the school for occasions of prayer and worship. The parish priest is a welcome visitor in school and plays an active role in the religious life of the school community.