



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Mary's Catholic Primary School  
Lea Town, Preston**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

<b>School:</b>	<b>St Mary's Catholic Primary School</b>
<b>Address:</b>	<b>Darkinson Lane Lea Town Preston PR4 0RJ</b>
<b>Telephone Number:</b>	<b>01772 729881</b>
<b>Email Address:</b>	<b>head@lea-st-marys.lancs.sch.uk</b>
<b>School URN:</b>	<b>119634</b>
<b>Headteacher:</b>	<b>Mrs Arran Marie Brogden</b>
<b>Chair of Governors:</b>	<b>Mr Gerard Oakes</b>
<b>Lead Inspector:</b>	<b>Mrs Adrienne Delaney</b>
<b>Team Inspector:</b>	<b>Mr Philip Bates</b>
<b>Date of Inspection:</b>	<b>4<sup>th</sup> July 2017</b>

## INFORMATION ABOUT THE SCHOOL

St Mary's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. It is a below average-sized primary school in a semi-rural location. It has gone through a number of changes since the last inspection, including the appointment of a new headteacher and new staff. It has a high percentage of SEND compared to national data pupils and admits children from a variety of catchments. The school has high inward and outward mobility.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	15	15	15	16	16	10	14	101
Catholics on roll	11	7	10	14	10	6	10	68
Other Christian denomination	2	8	5	2	6	4	4	31
Other faith background							1	
No religious affiliation	2	0	0	0	0	0	0	2
No of learners from ethnic groups								
Total on SEN Register	0	3	2	4	2	2	1	14
Total with Statements of SEN			1		1			2

Exclusions in last academic year	Permanent	1	Fixed term	4
Index of multiple deprivation	C			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Sacred Heart	21
St Mary's Lea town	6
St Andrew and Blessed George Haydock	5
St Peter and Paul's	33
Our Lady and St Edwards	3

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.3	2.3	2.3	2.5	2.5	2.5	2.5	16.9
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25	25	25	25	25	25	25	25

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25	25	25	25	25	25	25	25

STAFFING	
Full-time teachers	4
Part-time teachers	2
Total full-time equivalent (FTE)	5.4

ORGANISATION	
Published admission number	15
Number of classes	4
Average class size KS1	30

Classroom Support assistants	5
Number of Catholic teachers FTE	100%
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	0
Teachers with CTC	1

Average class size KS2	30
------------------------	----

<b>EXPENDITURE (£)</b>	<b>Last financial year 2015-16</b>	<b>Current financial year 2016-17</b>	<b>Next financial year 2017-18</b>
Total expenditure on teaching and learning resources	£ 3000	£ 3000	£ 3000
RE Curriculum allowance from above	500	700	500
English Curriculum allowance from above	500	500	500
Total CPD budget	2000	2000	2000
RE allocation for CPD	300	300	300

**How the school has developed since the last inspection**

The school was previously inspected under Section 48 in 2012. Since the last inspection a new headteacher has been appointed. She has worked hard to maintain the very strong parish links and effect positive improvements in the Catholic Life and Curriculum RE at St Mary's. All aspects for improvement since the last inspection have been addressed and have had a sustained and positive impact on raising standards. A well-embedded baseline assessment and detailed tracking system across the school are in place and as a result governors are highly effective in challenging and supporting the monitoring of attainment and progress across curriculum RE. Improvements are consistently identified and acted upon through rigorous marking, monitoring and assessment.

The school has an outstanding capacity to sustain this continuous improvement. The dedication of the governors together with the commitment of the leadership team and all staff, demonstrate this capacity.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

1

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

1

### OVERALL EFFECTIVENESS

St Mary's is an outstanding Catholic school. It is a very welcoming and inclusive learning environment where the mission statement 'to live our lives as Jesus taught us' underpins the life of the school. Governors justifiably speak with great pride about their school describing it as a family where Gospel values are practised daily. There is a deep commitment by all governors, leadership and staff to the continued development of the school. Pupils enjoy attending St Mary's and they have positive attitudes to learning. One Year 6 pupil described St Mary's as a place where 'we all follow in the footsteps of Jesus'. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its mission 'to live our lives as Jesus taught us' each day. The Religious Education governor regularly visits the school, supporting staff and pupils alike, offering sound advice and constructive challenge. The now established leadership team has ensured that recommendations since the last inspection have been addressed successfully. The headteacher shares the subject leadership with an experienced teacher and they work well together to ensure that the Catholic Life of the school and curriculum RE are outstanding. The work of the recently appointed deputy headteacher and executive headteacher has ensured that standards in the school are maintained during the headteacher's maternity leave.

The Catholic Life of the school is outstanding and the commitment from the head, the governors, staff and parish clergy and laity to support pupils in their prayer life and to grow in faith has remained a priority. Staff set good examples, support each other, are proud of their school and work well together. They value the support and opportunities that they have to deepen their religious knowledge and deepen their own spirituality. The Parish Priest and the deacon are regular and welcome visitors to the school, actively fulfilling their roles, both spiritually and pastorally. The spiritual, moral, social and cultural development of pupils is outstanding and has an impact on every day life at St Mary's. This can be seen through pupils' responses to each other and to their understanding of the notion of the common good. The pupils actively and willingly become involved in a variety of activities supporting their own and the wider community. They have raised funds for CAFOD's Big Fish Project, and many other smaller charities. The 'Footsteps Group' that takes a lead role in prayer and liturgy for pupils, has been instrumental in raising funds for local and global charities and organising many fundraising events that involve the local community. This aids pupils'

understanding of the spreading of God's Word and demonstrates their understanding of their scriptural choice for the Year of Mercy 'I tell you whatever you do to the least of my brothers and sisters you do to me'.

Parents appreciate this close-knit community school and they welcome opportunities to participate in school life, such as the family liturgies and Masses. Gospel values permeate school life and pupils are helped to grow in faith. The quality of Prayer and Liturgy is outstanding; pupils act with reverence and join in prayers confidently. Prayer and Liturgies observed in Key Stage 1 and Key Stage 2 demonstrate that children prepare and plan these with thought and care. Key Stage 1 pupils are guided by Year 6 pupils to prepare their own liturgies so that all pupils become confident in, and appreciative of, their prayer life throughout their time at St Mary's. They make full use of resources available to them and appreciate the opportunities offered, for example, Masses and liturgies.

The quality of curriculum RE is outstanding and pupils are provided with an excellent range of learning opportunities to deepen their faith, to understand Catholic traditions and practices, and to make progress in their learning. Pupils enjoy RE lessons and many aspects of the curriculum are outstanding. The pupils spoken to on the day of inspection demonstrated excellent scriptural knowledge. All books scrutinised on the day confirmed this. Clear action plans are in place to continue to raise attainment and progress. The monitoring and assessment of all strands of AT1 and AT2 is having an excellent effect on the evaluation and the provision of curriculum RE.

Teachers' subject knowledge is outstanding and has a positive impact on the delivery of curriculum RE. Teachers are well supported in terms of professional development. The curriculum meets the needs of all learners in line with diocesan and national recommendations. Governors and leaders take full account of the 'Fit for Mission? Schools' guidance. The recent HRSE recommendations are being acted upon and the policy is in place.

The school's capacity to maintain improving standards is outstanding.

### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- Improve outcomes for all pupils by:  
continuing to share the best practice that exists in the teaching of RE, so that all staff consistently deliver outstanding lessons.
- Celebrate successes by:  
Ensuring that the self-evaluation document (SEF48) demonstrates succinctly the outstanding nature of the school  
Seeking to develop the school's mission further by sharing good practice within the schools' cluster group.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

1
---

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

1
---

1
---

1
---

Inspection confirms the judgement made by the school that pupils make an outstanding contribution to the Catholic Life of the school, and benefit from that life in a range of ways.

All governors, leaders, teachers and support staff at St Mary's are wholly committed to supporting the Catholic ethos of the school and its mission and this culture is embedded in the life of the school family. It is a harmonious school with a tangible Catholic ethos.

The pupils' knowledge and understanding of the Catholic Life of the School is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils are proud to belong to St Mary's Catholic Parish family and are proud to be part of the school and parish. For example, pupils' leadership of Prayer and Liturgy is outstanding. From the Foundation Stage onwards pupils develop their ability to share their own faith through whole class Prayer and Liturgy. During the inspection pupils in the Foundation Stage were joined and guided through their liturgy by a Year 6 pupil. This practice is embedding confidence in pupils' preparation and delivery of the prayer and liturgy. Many Key Stage 2 pupils attend the Footsteps Group who take ownership for maintaining the prayer stations that are present around the school.

Pupils understand that their Catholic Faith is different from other faiths and that they share this distinctiveness with other Catholic schools. Activities that have enabled this understanding are the celebration of family Masses, Masses with the parish, fundraising with the parish and collecting money for CAFOD. All these activities are visible demonstrations of pupils' understanding of the gospel message that they chose to run alongside their mission statement, 'Happy are those who hear the word of God and keep it.'

On the day of inspection, a Year 6 pupil said 'When we support charities we live out our lives as Jesus taught us.' This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values underpin behaviour and relationship resulting in a strong, shared vision for the Catholic Life of the school.

The Parish Priest, deacon, lay helpers in school, governors, school leaders, teachers and support staff are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic philosophy of education and Gospel values which permeate all aspects of school life. An example of this is the excellent religious art work displayed in all areas of the school and the prayer stations that demonstrate liturgical understanding, scriptural knowledge and a deep appreciation of the Catholic faith. The headteacher provides a clear direction for the Catholic Life of the school which is given the highest priority, along with the spiritual and moral development of pupils. Her deputy and all staff have a strong vision for the school, which is articulated through their actions.

The Governors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. The school has good links with the primary and secondary schools in the local Catholic cluster.

The quality of provision for the Catholic Life of the school is outstanding. St Mary's is a welcoming, inclusive, friendly community with a strong family ethos where everyone is valued and pupils and staff flourish. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone at St Mary's. Staff INSET has ensured Continuous Professional Development (CPD) in RE and staff subject knowledge has been strengthened through reflection days and training offered. For example, the deacon attended a day of reflection at Fernyhalgh and led an In Service Training day (INSET) on the Catechism.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

1
---

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1
---

1
---

1
---

Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

The vast majority of pupils at St Marys enjoy RE, are religiously literate and engaged in their learning. Through active participation in prayer and liturgies, together with outstanding curriculum coverage, pupils show excellent knowledge and understanding of the Catholic faith. During the inspection the Reception Class pupils were able to discuss parts of the Mass and Year 1 and 2 pupils readily discussed the miracles of Jesus. They understand that Christ is at the Centre of all school life and are aware of the demands of religious commitment in everyday life. The vast majority of pupils make rapid and sustained progress in RE from a low baseline in RE when they join St Mary's in Foundation Stage. They develop and apply a range of skills throughout Foundation Stage and Key Stage 1 including independence and imagination. This is built upon in Key Stage 2 where pupils reflect upon their own scriptural knowledge, for example the Ten Commandments that enable them to forgive, love and respect. They are able to reflect on the notion of justice and the common good and pupils interviewed could articulate the scriptural sources that influence and enable their actions. Lessons observed in lower Key Stage 2 demonstrated the teacher's excellent and authentic knowledge of the Catholic faith. Quality teaching enables all learners to articulate their understanding to a high standard.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools'. RE is at the centre of the school's curriculum and is given priority in the improvement planning where targets are clearly identified and set to continue to maintain outstanding attainment. Since the last inspection the culture has continued, ensuring that the common vision and commitment to high standards remain at the forefront of school life. This is largely due to the excellent practice of the head teacher, deputy and subject leader who ensure that pupils continue to make progress in their religious literacy. Professional discussions during staff meetings explore how enthusiastic and imaginative teaching motivates pupils and deepens their understanding of the subject.

Teaching in RE is outstanding. Subject knowledge is excellent and as a result pupil outcomes are remarkable. Support staff are deployed effectively to assist pupils with

additional needs. Next step marking is embedded across the school and work displayed around the school and in all exercise books is exemplary. Pupils know what to do to improve through next step marking and targets that are consistently displayed in their books. The high level of expertise in lesson delivery is not yet fully shared between all staff. Teachers now need to share their excellent expertise in lesson delivery in order to further enhance learning opportunities for all pupils.

Since the last inspection the school has continued to implement its rigorous system of monitoring. This includes the monitoring of lesson plans, book scrutiny, informal and formal observation of lessons and conversations with pupils. This practice, together with pastoral and behaviour support, has made a significant impact on the continuous improvement in the teaching and learning in RE.

Teachers' planning is based on diocesan advice. It does not rely heavily on any one scheme but uses various resources to enhance pupils' learning. Teachers' own subject knowledge enables them to make outcomes for pupils outstanding. They use this subject knowledge and Catholic schemes such as Caritas in order to enrich the curriculum. The curriculum wheel that has been devised in the diocese has been incorporated into planning. Governors are informed of the curriculum through reports at meetings and regular visits to school.

Every class has an area for pupils to celebrate Prayer and Liturgy along with full access to the designated prayer areas for their own spiritual growth. All classes have access to the parish church and a designated prayer room is well used by staff and pupils.

Pupils' progress in RE in each of the attainment targets, (knowledge and understanding of religion and an ability to reflect on meaning), is good and is reported to parents in termly reports alongside other core curriculum subjects. Communication with parents is excellent. The school sends home regular newsletters and the website class areas are regularly updated. A termly report gives parents an overview of RE and the school's open door policy enables parents to discuss RE matters with school staff.

Pupil attainment and progress in RE is outstanding and is in line with high standards in English and maths. Since the last inspection, the subject leaders have facilitated training for all staff and modelled excellent practice to ensure that standards in teaching RE have been maintained. Analysis of the progress of all groups of learners enables success to be celebrated. Pupils have the utmost respect for each other and can discuss their own faith and that of others. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE because teachers make their lessons engaging, interesting and relevant.

The quality of provision for RE is outstanding. Since the last inspection the parish priest, the deacon, governors, head teacher, deputy, subject leader, teachers, and support staff have continued to plan and deliver staff meetings and INSET opportunities to reflect on the teaching of RE and the Catholic Life of the school. This contributes to excellent subject knowledge and confidence in teaching RE: they inspire pupils and make sure that they make exceptional progress as independent

and collaborative learners. Resources are used effectively, together with the support provided by other adults, to optimise learning; consequently pupils are highly motivated and enjoy their work.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>