



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST MARY'S CATHOLIC PRIMARY SCHOOL

#### SCARISBRICK

---

Inspection Date 1 May 2018

Inspectors Rev D Melly Mr. David Williams

Unique Reference Number 119683

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

---

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 105

Chair of Governors Mr J Charters

Headteacher Mr M Nolan

School address Hall Road  
Scarisbrick  
Ormskirk  
Lancashire  
L40 9QE

Telephone number 01704 880626

E-mail address head@st-marys-scarisbrick.lancs.sch.uk

Date of last inspection 14 May 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 is a smaller than average sized Catholic Primary School situated in Scarisbrick and mainly serving the parish of St. Elizabeth's.
- There are 105 number of children on roll of whom 53 are baptised Catholic, 29 come from other Christian denominations, and 3 from other faith or religious traditions. 20 have no religious affiliation.
- There are eight teachers in the school. Six are baptised Catholic. Seven teach Religious Education. Two teachers have a suitable qualification in Religious Education.
- Since the last inspection a new Religious Education Co-ordinator have been appointed.

### Key for inspection grades

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

---

© 2018 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

## OVERALL EFFECTIVENESS

St Mary's Catholic Primary School is Outstanding 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 outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at St Mary's. They know, own and wholeheartedly live out their Mission Statement '*Living and Learning together- shining in our faith*'. They know it is a calling to live out the Gospel values in their daily lives as friends and followers of Jesus. Each year all are involved in a 'Mission Day'. Reception class recently created a song, including the Mission Statement, which is now part of the daily routine of the school.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. They have an outstanding understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entails such as becoming councillors, monitors, leaders of Collective Worship, organisers of fund raising activities etc.
- They take a leading role in those activities which promote the schools Catholic Life and mission both within school and in the wider community. They endeavour to treat each other with respect knowing we are all made in the image and likeness of God. They are alert to the needs of others and seek justice for all. They are keen fundraisers for numerous charities including CAFOD and Nugent. All of this is enriched by observing and taking part in activities relating to days such as Holocaust Memorial Day and Martin Luther King days. They experience a wide range of educational visits including residential. The highlight of the year is the trip to London where they meet their MP and are taken around parliament buildings.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. They have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have recently begun studying relationships and sex education in a systematic way within the context of a Christian understanding. They now have a work book for Religious and Sex Education which they take with them through the school and which shows the progress they are making.
- 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. The Friday awards celebrations are a key part of recognising this.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. The priests of the parish are fully involved in

the life of the school. As a result, all respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. Year 6 pupils have attended the Metropolitan Cathedral of Christ The King.

- Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

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

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, *'Living and Learning together shining in our faith'* and its aims are a clear and inspiring expression of the educational mission of the Church. It underpins and is regarded by all as the spine which runs through every aspect of school life at St Mary's. More specific and practical objectives could profitably be added which are easily assessed.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school, such as; Masses, Acts of Collective Worship and Stay and Pray.
- There is a keen sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community. The highlight of the year is the parish picnic which not only includes St Elizabeth's parish community but members of the wider Christian community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. Displays of Come and see, focuses for worship and the many tasteful religious artefacts all create an overwhelming yet calm ambience which exudes St Mary's Catholicity and ethos.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and respect the dignity of every human person made in the image and likeness of God.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff through continuous professional development opportunities such as attendance at Archdiocesan in-service days and the use of the Come & See for yourself part of the Come & See programme. Encouragement could profitably be given to those on the staff who do not possess the CCRS or its equivalent to obtain it.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. Children recognise and value the support staff give them. Provision for pastoral care is complimented with an established nurture group on a weekly basis. The SENDCO creates bespoke intervention packages which focus on children with additional academic needs as well as those who require pastoral support. The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.
- The chaplaincy provision is effective in supporting the Catholic Life of the school and the families they serve. Priests from the parish are very involved in the life of the school and their contribution is greatly valued.
- All the relevant documentation is in place.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's leadership team is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility. Catholic Life, Collective Worship and Religious Education have a very high profile in the school.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has highly successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy and regular newsletters and an informative website are provided. Views of parents are sought via questionnaires and drop-ins. There is a very active parent, teachers and friends association. As a result, parents and carers have a thorough understanding of the school's mission and are highly supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. The governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. They have a wide range of experiences which they readily share.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archbishop's vision for the Archdiocese throughout the school. They have made a commitment to ensure that Relationships and Sex Education is further developed in 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 outstanding.
- Pupils, from their varied starting points, make very good progress in each key stage, with many achieving outstanding progress. One particular child highlighted the role of St Stephen was particularly knowledgeable and articulate.

- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Lessons are planned accordingly and teaching assistants are used to great effect to enable this to happen.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. They are fully aware of the demands of religious commitment in everyday life. Year 6 pupils who were interviewed were able to articulate the courage needed to bear witness to Jesus in their ordinary lives.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills and further develop as competent learners.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing and what they need to do to improve. They can fully articulate how they have made progress. The Religious Education workbooks and the separate books for the other faith topics and Religious Sex Education are evidence of this.
- Pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities, and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons on the day was outstanding because pupils enjoy Religious Education and they are rarely off task even in extended periods without direction from an adult. Reception children were particularly joyful as they shared their singing and dancing.
- Pupils' attainment, as indicated by teacher assessment, is outstanding. Pupils achieve above average attainment using Archdiocesan data.
- The quality of pupils' current work, both in class and in written work, is outstanding and they demonstrate great pride in their work which is outstanding.

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

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are effective in planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. Classes in Key Stage 2 are mixed age and thus this high quality teaching is to be particularly commended. As a result, most teaching is outstanding, and teaching is never less than good.
- Teachers have a high level of confidence. Pupils are inspired to learn and make sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including individual and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their progress and provides them with a high level of confidence in making further improvements.
- All teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons to adapt tasks and explanations, thus maximising learning for every pupil. This was particularly evident in upper Key Stage 2.
- High quality resources, including other adults, ICT, interaction with the Come and See website, God's and Church's Story, visual and audio media are all used effectively.
- Teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.

- During lessons high quality verbal feedback is frequent, leading to high levels of engagement, interest, achievement and progress. Pupils are given the opportunity to respond in a systematic and planned way, which ensures pupils understand what they need to do to improve. Pupils' responses to next step marking is very good.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils. This is a real strength of the school. Relationships at every level are strong.

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

- Leaders and governors are outstanding 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 at least the required amount of curriculum time is given to Religious Education in each key stage. In some classes lessons are delivered in the afternoon. This is not always conducive to best practice especially for the youngest pupils and could profitably be addressed.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends all Archdiocesan in-service training and meets together with a sister school to support monitoring, evaluation and moderation of the subject.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which leads to outstanding outcomes in Religious Education. There is a link governor for Religious Education who is totally involved and his input is highly valued. All governors have undertaken training to support their strategic role.
- A new curriculum leader for Religious Education has been appointed since the last inspection. Her enthusiasm and commitment to this role is effectively driving forward the subject and continues to improve teaching and learning in Religious Education. She has the full support of the senior leadership team and the other staff.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior 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 pupils' interest and inspire in them deep thought and heartfelt response. Listening to the children it is obvious that there is a genuine enthusiasm for Collective Worship.
- 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. Pupils regularly evaluate their Acts of Collective Worship.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they prepare focal areas and lead acts of Collective Worship, which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the way pupils prepare and participate in prayer and liturgy.

### **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 faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- 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 the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- Staff are highly skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned, in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good. There are very close links with other schools in the area.
- The priest, presides at Masses and celebrations throughout the school and liturgical year.

### **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. Many governors the Friday whole school Collective Worship and celebration assembly.
- Leaders, have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship. An excellent Collective Worship Policy is in place.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts.



- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular reviews of school performance.

## **What the school needs to do to improve further**

- Raise the standards of attainment in Religious Education further by:
  - Continuing to develop and implement the areas for development identified in the SED especially the great work that has begun on Journey in Love. That which is being done for the provision of the Catholic Life of the school.
  - Develop a deeper understanding of the scripture used and how it related to modern day life.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
---	---

### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### 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***