



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Pius X Catholic Primary School  
Barrow-in-Furness**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

<b>School:</b>	St. Pius X Catholic Primary School
<b>Address:</b>	Schneider Road Barrow in Furness Cumbria LA14 4AA
<b>Telephone Number:</b>	01229 828406
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<b>School URN:</b>	112365
<b>Headteacher:</b>	Mrs Amy Bates
<b>Chair of Governors:</b>	Dr Liz Nugent
<b>Lead Inspector:</b>	Mrs Mia Barlow
<b>Team Inspector:</b>	Mrs Arran Brogden
<b>Date of Inspection:</b>	25 <sup>th</sup> November 2014

## INFORMATION ABOUT THE SCHOOL

St Pius X Catholic Primary School is smaller than the average-sized primary school. Most pupils are of White British heritage. 41% of pupils are Catholic. There are no children from faith backgrounds other than Christian. A small minority of pupils are from ethnic minority backgrounds. The pupils come from a wide social background but a high percentage (29%) of pupils are located in areas classed as being in the worst 3% in England for deprivation.

The proportion of pupils supported through school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.

A high proportion of pupils benefit from additional support for their emotional needs. The proportion of pupils supported by the pupil premium is above the national average. The school has an above average proportion of pupils who enter and leave the school part-way through their primary education.

PUPILS	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	20	27	30	28	26	31	25	187
Catholics on roll	8	11	13	7	11	16	11	77
Other Christian denomination	4	8	13	13	9	8	8	63
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	8	8	4	8	6	7	6	48
No of learners from ethnic groups	0	1	1	1	0	0	1	4
Total on SEN Register	1	3	6	3	1	1	3	18
Total with Statements of SEN	0	1	0	0	0	0	0	1

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation	29%			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady of Furness	77

TEACHING TIME FOR RE	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	10.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	5	5	5	5	5	5	32.5
% of teaching time	10%	20%	20%	20%	20%	20%	20%	18.5%

<b>TEACHING TIME FOR MATHS</b>	<b>R</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	2.5	5	5	5	5	5	5	32.5
% of teaching time	10%	20%	20%	20%	20%	20%	20%	18.5%

<b>STAFFING</b>	
Full-time teachers	9
Part-time teachers	1
Total full-time equivalent (FTE)	9.5
Classroom Support assistants	11
Percentage of Catholic teachers FTE	68%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	7
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	FS/KS1 30 KS 2 32
Number of classes	7
Average class size KS	27
Average class size KS	27.5

<b>EXPENDITURE (£)</b>	<b>Last financial year 2013/14</b>	<b>Current financial year 2014/15</b>	<b>Next financial year 2015/16</b>
Total expenditure on teaching and learning resources	£7000	£5500	£6000
RE Curriculum allowance from above	£1175	£1336	£1500
English Curriculum allowance from above	£3799	£1696	£1000
Total CPD budget	£6864	£4321	£5000
RE allocation for CPD	£2606	£2510	£2500

<b>How the school has developed since the last inspection</b>
<ul style="list-style-type: none"> <li>• The school has developed its role in the community at a local, national and international level.</li> <li>• The school has developed a tracking system to identify underachievement and track the progress of more able pupils.</li> <li>• Staff have received support in developing differentiation to remove barriers to learning. Additional training looking at how to provide tasks with different levels of challenge in RE would further enhance teaching and learning.</li> </ul>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

2

### CATHOLIC LIFE

2

### RELIGIOUS EDUCATION

2

### KEY FINDINGS

St. Pius X is a good Catholic school with some outstanding features. Staff, pupils and governors justifiably speak with great pride about their school describing how everyone works as a team to make St. Pius X a place where all are loved and valued.

The Catholic ethos of the school is treasured by staff, governors and pupils alike. Pupils make a valuable contribution to the Catholic life of the school. When asked what was the most important thing about St. Pius X School a Year 6 pupil replied "God is such an important part of our school – without God, our school would be different – it just wouldn't be the amazing place that it is now." Leaders and managers effectively promote and ensure provision for the Catholic life of the school. They are very supportive and are beginning to provide a greater degree of challenge to further develop the Catholic life of the school. Excellent links with the parish enhance the Catholic life of the school. Mass is celebrated in school every week.

Pupils enjoy Religious Education and are able to talk about the importance of faith. They make good progress at all levels in RE and demonstrate confidence when talking about their learning. Leaders and managers set priorities for the development of the subject and as a result of this, progress is good. Regardless of their starting points all groups of pupils make good progress including pupils with special educational needs, Catholic pupils, pupils of no faith background and pupils supported by the Pupil Premium. Strategies used to help all groups of pupils make good progress include the use of support staff and targeting pupils who may be underachieving. Staff are well supported by the skilled and knowledgeable RE subject leader.

## WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Further develop the impact of marking and feedback and develop consistency of high quality marking across the school by:

- Continuing with rigorous scrutiny of pupils' work and its impact on pupil progress.
- Sharing good practice between staff.

Develop provision in line with the Religious Education Curriculum Directory for teaching about other world faiths by:

- Carrying out a review of the curriculum and planning clear opportunities for teaching about other world faiths
- Working with other schools/diocesan lead teachers to explore good practice in other schools.

Provide activities differentiated for all abilities not just on literacy skills but also knowledge and understanding of Religious Education (RE) by:

- Using key words from RE level descriptors to set tasks with appropriate challenge for groups and individuals
- Sharing good practice within the school and looking at good practice in other schools.
- Adding additional challenge to pupil targets when a pupil makes better than expected progress.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- 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

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Pupils place high importance on the Catholic Life of the school. They take on responsibilities in school beyond lessons. For example some pupils wrote to the headteacher asking if they could raise money for areas damaged by flooding. As a consequence fund raising activities were held. Pupils talk confidently about the importance of living by gospel values; they show incredibly high levels of reverence and respect during times of prayer and their response is outstanding. As they progress through the school, pupils develop their ability to plan independently and to lead prayer and liturgy. They are developing a good understanding of the religious seasons and feasts. Older pupils are able to

express their views and beliefs with confidence and can refer to the teaching of Jesus. When asked what would happen if a child was lonely or sad at St. Pius X, a Year 6 child explained that they would be looked after immediately because "Jesus tells us that if someone is hungry we should give them something to eat, if someone is thirsty we should give them something to drink so that means that if someone needs friendship we should give them friendship because whatever we do to anyone else we do to Jesus." Pupils behave well and demonstrate respect for others.

The commitment of governors and school leaders to the Church's mission is outstanding. Staff report that governors and school leaders, lead by example and that gospel values truly do echo through everything in school. Staff described how forgiveness is lived out and that every day is a new day with the opportunity to start again. The headteacher demonstrates passion and emotion about providing the best for all pupils; she is able to describe how as a school they strive to follow the example of St. Pius X and provide support for the most vulnerable pupils. The beautiful and deeply spiritual school environment is another indicator of how the Catholic life is promoted and valued. Leaders carry out a range of monitoring activities concerning the Catholic life of the school; their action plans show evidence of clear plans for further improvement and identification of most of the key areas for development. Governors and school leaders ensure that prayer and liturgy are central to the life of the school. Many governors attend weekly prayer and liturgy sessions. Teachers who are not Catholic are well supported through training, peer coaching and informal support.

Christ is at the centre of the school community. A wealth of opportunities are provided for staff and pupils to grow in faith e.g. Staff Inset, CCRS (Catholic Certificate of Religious Studies), staff prayer, weekly Mass in school and a wide variety of opportunities for pupils to participate in and lead prayer and liturgy. As pupils progress through the school they develop independence in planning and leading prayer and liturgy. This good practice could be further enhanced by developing opportunities for silent reflection and individual prayer which are already evident in some classes. Pupils and staff are involved in appropriate school, parish and community activities. Understanding of a global community is currently being developed through the Afri-twin project.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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

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Pupils report that they enjoy RE and lesson observations confirmed this. Observations show that pupils are consistently engaged, attentive and are developing independence as learners as they progress through the school. Pupils speak enthusiastically about RE lessons, reporting that lessons are fun; they particularly enjoy focusing on the word of God and speak confidently about "lectio divina" within Religious Education. Children enter the Foundation Stage (FS) with attainment well below age related expectations in RE. They make good progress throughout the Foundation Stage and Key Stage 1 and enter Key Stage 2 just below age related expectations. This good progress continues throughout Key Stage 2 and by the end of Year six, pupils attainment is generally in line with national expectations. There was a dip in progress for a small number of pupils in Year 6 last year but tracking shows that pupils this year are achieving well. Monitoring now identifies any pupils who are underachieving and targeted support is provided.

Leaders and managers clearly place high importance on Religious Education and much work has taken place monitoring and evaluating all aspects of the subject. 'The Way, the Truth and the Life' is the core RE scheme and the school supplements this with a range of other teaching and learning activities to add breadth and balance and to engage pupils. Their Curriculum review of RE should now consider the need to teach pupils about other faiths in line with the Religious Education Curriculum Directory. The RE subject leader provides valuable support to staff; she also tracks progress and identifies any underachievement. Pupils who need additional support are clearly identified and targeted in plans and in lessons. The progress of groups and individuals is tracked across the school and the subject leader is now looking at providing additional challenge in targets set for more able pupils and for those pupils making more rapid progress than expected. Baseline assessment in the EYFS is particularly effective and provides a good basis for judging progress against individual children's starting points. Led by the subject leader, a great deal of work has taken place on assessment for learning including marking and feedback to pupils. Progress in RE is reported to governors on a regular basis. There is a good variety and use of resources and staff focus on providing a very good learning environment in Religious Education. There is evidence that evaluation of planning and of lesson observations is carried out by senior leaders. This has a positive impact on raising the quality of teaching and learning.



The Religious Education curriculum provides good opportunities for spiritual and moral development. Tracking shows that all groups are making good progress and that the subject leader has a good awareness of areas of strength and of areas for further development. Teaching is effective in ensuring that pupils are engaged in their learning. There is evidence of more able pupils being challenged in some classes; this was particularly evident in a lesson observed in Year 4. This good practice should now be extended across the school to provide a wider range of tasks and activities for groups of pupils, based not just on Literacy skills but also on knowledge and understanding in Religious Education. There are examples of very effective marking and assessment being used to inform planning and to accelerate progress in some classes; this should now be shared across the school to provide consistency and maximum impact on pupil progress. Pupils report that they know what they need to do to improve further and are able to explain this during discussion.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>2</b>
<b>Catholic Life</b>	<b>2</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>2</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>2</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Religious Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>