



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST CATHERINE'S CATHOLIC PRIMARY SCHOOL

LEYLAND

Inspection Date 15th March 2011
Inspectors Maria Eves Dorothy Martin
Unique Reference Number 119585
Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic Primary
Age range of pupils 5 - 11
Number on roll 217
Chair of Governors Mr Anthony Burscough
Head teacher Mr Christopher Dunne
School address Moss Lane
Leyland
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Date of last inspection 18th September 2007

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

St Catherine's school is an average sized Primary School situated in Leyland Lancashire serving the parish of St Catherine Laboure. There are 217 children on roll of whom 175 are baptised Catholic, 35 come from other Christian denominations, 7 have no specific religious affiliation. There are 11 teachers including the Headteacher of whom 11 teach Religious Education. Eight are Catholic. Six teachers have a suitable qualification in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

**Overall effectiveness:
how effective the school is in providing Catholic Education**

2

The school's capacity for sustained improvement

2

Main Findings:-

St. Catherine's is a good Catholic school with some outstanding features. This is a school where the well being of every child is of paramount importance to the hard working and dedicated staff. It is a warm and nurturing community that celebrates the value and uniqueness of each individual. There is a clear vision for Catholic Education which is embraced by the whole school community. The school welcomes the support it receives from the strong and active PTFA. Collective worship and pupil participation and consultation are strength of the school. The behaviour of the children is good; they are confident and speak highly of their school. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The hard working and highly committed headteacher and senior leadership team, together with the enthusiastic and determined subject co-ordinator ensure that self-evaluation is rigorous and accurate. The school is striving to address the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure improvement. Staff are affirmed and supported. Teachers are provided with in-service to support their ongoing development. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and are being used effectively to improve outcomes. The subject leader has been instrumental in the formation of a cluster group of local Catholic schools with the brief to share good practice and support each other particularly in the area of assessment and moderation. Any underperformance identified is sensitively challenged. Teaching assistants are highly effective and demonstrate great sensitivity in supporting pupils with additional needs. There is a highly effective and well established Rainbows group.

Overall, the school has good capacity for sustained improvement.

What the school needs to do to improve further

- Continue to implement areas for development identified in the Self-evaluation Document by:
 - fully imbedding the Religious Education assessment tracking system;
 - reviewing the Mission Statement;
 - continue to develop the Catholic Life of the school by strengthening home, school, parish links.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school many children have a limited knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is good. Pupils make good progress in relation to their starting points and capabilities. Analysis of assessments undertaken provides evidence of pupils' generally attaining appropriate levels for their age and stage of development in each key stage. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. Pupils are becoming increasingly more literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Any underachievement is challenged appropriately and with sensitivity. There is much evidence of pupils working both independently and collaboratively. Very effective use of Talking Partners was observed. Pupils demonstrated a real respect for the views of their peers and were confident in discussing issues related to Here I Am and the Catholic life of the school. Pupils' behaviour is good; they are interested, enthusiastic and enjoy their learning. Pupils are actively involved in developing and evaluating the Catholic character of the school. In lessons observed pupils demonstrated great empathy respect and consideration for their peers. Pupils spoke of school feeling like "belonging to a loving family" and they greatly valued and respected all in the school community. Pupils are encouraged to take on roles of responsibility in the school and wider community and every child has some school responsibility, for example playground pals, prefect system, class job rotas. Pupils are considerate and caring of others both in school and the wider community. Pupils have a good sense of right and wrong and apply this in their personal relationships. Education for personal relationships, Circle Time and the SEAL programme together with Here I Am has fostered positive attitudes in pupils. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Pupils are outstanding in responding to and participating in the school's Collective Worship. The worship observed was deeply prayerful and inspirational. Pupils are becoming increasingly more confident preparing and leading worship from their earliest years. They act with reverence and are keen to participate in a variety of gatherings. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils' knowledge of prayer and liturgy is increasing. They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none">pupils' standards of attainment in Religious Education	2
<ul style="list-style-type: none">the quality of pupils' learning and their progress in Religious Education	2
The extent to which pupils contribute to and benefit from the	1

Catholic Life of the school	
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching is consistently effective in ensuring that pupils are interested and engaged and make good progress. In the best lessons teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Very good use is made of time and resources. Teaching Assistants are effectively deployed and contribute greatly to pupils' learning and progress. Teachers use a variety of strategies to sustain and motivate pupils. Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and progress.

The assessment of pupils' work in Religious Education is good. The school has good assessment strategies which provide accurate and detailed information on the achievement of all the pupils. Teachers are able to identify how well pupils are achieving and tackle underachievement. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team, governors and parents. Achievement and effort are celebrated. Pupils are affirmed, know how well they are doing and know what they need to do to improve further. Teachers encourage pupils to evaluate their own learning using a variety of strategies including thumbs up thumbs down.

The curriculum is good in meeting pupils' needs. The school using the Here I Am programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning. Curriculum outlines, newsletters and information on the school website are provided for parents. Parents are consulted on different issues depending on the topic being covered. The school implements new curriculum developments as appropriate. Enrichment activities have a positive impact on the curriculum. The Religious Education curriculum provides good opportunities for pupils' spiritual and moral development.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and

conscious participation of the whole school community. Visual presentations, artefacts, music and time to reflect are used to great effect. Attractive prayer tables in each classroom and around the school provide a positive focus for prayer. Children are enabled to pray formally and informally. The school provides opportunities for staff to develop the skills in planning and leading Collective Worship. The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the 'Here I Am' programme and the Church's liturgical year.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are effective in promoting and developing the Catholic life of the school and show a good understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement which is due to be reviewed autumn 2011. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. Opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school with staff positively responding to pupil initiated activities. The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge. Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The school provides very good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. A range of opportunities for spiritual and moral developments are provided for staff and pupils.

Leaders and managers are highly effective in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements. Planning is thorough and appropriate in meeting the needs of all pupils. Effective monitoring systems are established and are having a positive impact on outcomes for pupils. The subject leader is enthusiastic, hard working and passionate in guiding Religious Education. She shows great commitment and introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are highly effective in fulfilling their responsibilities. They have effectively helped to shape the direction of the school. The Link Governor for Religious Education is a regular and welcome visitor in school and works closely with the leadership team. Governors hold the school to account and act

as a critical friend offering support and challenge. They are knowledgeable about the school's strengths and areas for development and are beginning to develop an understanding of how well pupils are achieving including different groups within the school.

St. Catherine's has an inclusive ethos. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. The school provides a wide range of opportunities for pupils to share with others from different backgrounds for example ABC Honduras, St. Catherine's Hospice, and CAFOD. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school. There are positive relationships at every level within the school. Leaders at all levels recognise the importance of the home, school, parish partnership. Dialogue and collaboration is encouraged with people who hold different beliefs and values. Parents are involved in a variety of ways in the life of the school; they are invited to attend assemblies and are regularly consulted. Parents value these opportunities. There is a very active PTFA. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	2