



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. MARY'S CATHOLIC PRIMARY SCHOOL

LEYLAND

Inspection Date 12 February 2013

Inspectors Mrs. Denise Hegarty Mrs. Maria Eves
Mr. Andy Cocker

Unique Reference Number 119677

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

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 317

Chair of Governors Mr. S. McBride

Headteacher Mrs. E. McNamara

School address Haig Avenue
Leyland
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Date of last inspection 8 December 2010

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 school is a larger than average sized Catholic Primary School situated in Leyland, in the Lancashire district of the Archdiocese and serves the parish of St. Mary's.
- There are 317 children on roll of whom 194 are baptised Catholic, 69 come from other Christian denominations, 6 from other faith or religious traditions and 48 have no religious affiliation.
- There are 14 teachers of whom 13 teach Religious Education and 6 have a suitable qualification in Religious Education. Ten teachers are baptised Catholic.
- The headteacher and one member of the Religious Education co-ordination team were in post at the time of the last inspection.

Key for inspection grades

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

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Overall effectiveness:

St. Mary's school is outstanding in providing Catholic Education.

Inspection Judgements

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. They are loyal, proud members of the school and are great ambassadors for it.
- Pupils clearly understand the school's Mission Statement and its relevance for them as they strive to live it out each day.
- They have an outstanding sense of belonging to the school community and value and respect others and themselves. Throughout the school, children develop a real sense of personal worth and a growing self esteem that gives them confidence to voice their opinions and willingly share ideas.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as buddies and play leaders. They show genuine concern for justice for those not as fortunate as themselves. An enterprise group undertook to raise money for the needy in different, practical ways.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a range of extra-curricular activities e.g. choir, gardening club. Through them, they learn the values of commitment, responsibility and caring for the environment.
- They are actively involved in developing the Catholic character of the school through their support of a number of local and global charities e.g. St. Catherine's Hospice, Nugent Care and Mission Together. Through this support, the pupils raise awareness of social justice and fairness.
- Pupils in Year 6 benefit from participation in residential holidays to Whitehough. These experiences encourage the children to work closely together and support one another.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions and each class has developed its own 'Code of Behaviour'.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils show respect and understanding of other faiths and religions.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' attainment in Religious Education is above average. They make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are truly outstanding.

- Analysis of assessments undertaken provides evidence of pupils generally attaining above average levels for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their keen interest, enthusiasm and excellent behaviour.
- Scrutiny of workbooks on the day of inspection showed work recorded in a variety of different ways and to a high standard of presentation. These books show how children take great pride in their work.
- Throughout the school, pupils show excellent subject knowledge and can easily relate their life experiences to the Christian understanding of their topics.
- Pupils are encouraged to work independently and collaboratively. They work with partners very effectively and gain in confidence and understanding as they do so.
- Pupils are anxious to learn, complete their tasks and improve their knowledge, understanding and skills as they become independent learners.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show great interest, respond outstandingly and participate wholeheartedly.
- Across the school, pupils are totally at ease during Collective Worship. They display positive attitudes and freely share their thoughts and feelings with their peers knowing they will be respected and treated with sensitivity.
- They act with reverence, respect and are keen to participate actively in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing and their liturgical skills are well-developed.
- They have become familiar with a variety of prayer styles and join in community prayers appropriately and with confidence.
- They appreciate and are open to the Word of God in the Scriptures.
- Pupils sing joyfully and reflect purposefully for a sustained period of time in silence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years often making good use of Information and Communication Technology and role play to do this.
- Pupils clearly understand the symbolism of the artefacts used as a focus for worship and select suitable items to provoke thought.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning is outstanding.
- Teaching is consistently very effective in ensuring that pupils are interested, engaged and make outstanding progress across the school. It encourages pupils' enjoyment of and enthusiasm for Religious Education.
- On the day of inspection the vast majority of teaching observed was outstanding.
- Teachers generally display very good subject knowledge and all deploy a wide range of teaching styles to motivate and inspire pupils.
- They cater for many different learning styles to ensure pupils are given the best chance for success.

- Teachers take into account pupils' prior learning and ensure tasks are clearly differentiated when planning so that the work consolidates, builds and extends knowledge and understanding.
- They provide opportunities for pupils to work independently and collaboratively in pairs and groups.
- Good use is made of time and resources including Information and Communication Technology to maximise learning.
- Key words are consistently reiterated and displayed on working walls and word banks to enable the children to increase their religious vocabulary.
- Teachers have high expectations of their pupils in terms of work, attitude and behaviour.
- Adults in the classroom work effectively in professional teams. Teachers plan very well for additional adults and deploy them extremely successfully to support learning. Relationships across the board are excellent.
- Pupils are given opportunities to discuss their work and how to improve it. They are informed how to make progress through 'next step' developmental marking. Effort and achievement are celebrated.
- The assessment of pupils' work in Religious Education is outstanding. The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Assessments undertaken now routinely inform planning. Teachers are able to identify how well pupils are achieving and tackle any underachievement.
- Pupils are enabled to evaluate their own work.
- 'Assessment for Learning' strategies are used extremely effectively throughout the school to secure such good progress.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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 and meet all their learning needs.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as Circle Time, the use of the SEAL programme and the school gardening club have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. Children are encouraged to explore, exercise and express their beliefs.
- Great care has been taken to ensure that the curriculum is customised extremely well to fully meet the needs of individuals and the various groups.
- Resources deployed are modern, tactile, visual and entirely suitable for the needs of the pupils.

- Outdoor provision is used to its very best effect. For the topic of Eucharist, a 'church' had been set up in a hut outside so the children could explore and role play what happens at Mass.
- Children have explored the beliefs and values of other faiths and religions including Judaism and Hinduism. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding. It has a high profile and is central to the life of the school.
- It 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. Teachers consistently build in time for pupils to reflect on the theme of worship and the scripture used.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. Adults provide excellent role models for the pupils to emulate. Worship is relevant, appropriate, meaningful and spiritually uplifting.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles including signing. Members of the 'Gospel Hands' Group are taught to sign to hymns and prayers and to pass these skills onto others.
- The school provides many opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. They have worked closely with a local college and cluster of schools to do this.
- An up to date, comprehensive policy and a weekly school planner which uses the readings from Sunday Mass give excellent guidance to staff and ensure the Church's liturgical year is closely followed.
- Resources are used effectively to enhance worship and there are many interactive, thought-provoking devotional areas around the school.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively in an age appropriate manner.
- Opportunities are provided for parents, carers as well as the local and wider Faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.
- The 'Wednesday Word' Club is enjoyed by pupils across the school and gives further opportunities for reflection and contemplation.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They show an outstanding understanding of and commitment to the Mission of the Church. All recommendations for improvement from the previous inspection have been addressed and implemented in full.
- This commitment is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in its development. 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 Catholic life and Mission of the school e.g. in their support for charities that care for the vulnerable and less well off. They live out their Mission Statement in the day to day life of the school.
- Each person is recognised and valued as a unique individual with different gifts and talents to contribute to the community. All members treat each other with dignity and respect.
- Improving the learning environment has been a priority for school leaders. It is vibrant and stimulating and provides wonderful surroundings in which to work and learn.
- Monitoring systems are embedded and clearly impact on future planning. These include the monitoring and evaluation of teaching and learning, scrutiny of work, planning and displays.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The school's self evaluation process provides evidence of their monitoring, searching analysis, self challenge and how it constantly strives for improvement. The Self Evaluation Document is rigorous and accurate.
- This analysis provides a basis to celebrate the school's strengths and outlines areas for development. It identifies clear lines of accountability and deadlines for completion.
- The school provides induction and in-service training to enable staff to further understand the Church's Mission in Education and to play their unique part in it. Leaders should continue to promote the Catholic Certificate in Religious Studies to further improve the subject knowledge and understanding of staff.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy and school planner are fully in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils such as '*Gospel Hands*' and '*Wednesday Word Club*'. These provide good opportunities for reflection and sharing faith.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive attitudes and relationships at every level within the school.
- The school supports the children on their faith journey through the Archdiocesan sacramental preparation programme, 'With You Always' very well. Some school staff members and governors are actively involved as part of the catechetical team.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters and the school website. They enjoyed the 'visiting crib' sent home during Advent.
- Governors fulfil their responsibilities very well. They have effectively helped to shape the direction of the school and are frequent visitors. They regularly attend school celebrations, Acts of Worship and special liturgies throughout the year. A link governor for Religious Education and the Catholic life of the school has recently been appointed and he is working with the two subject leaders to ensure effective transition of pupils to their next stage of learning.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- There is a robust monitoring and evaluation cycle. Monitoring data is used very effectively to evaluate the schools performance and plan for future improvements.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- The quality of planning across the school is outstanding. It is detailed, comprehensive, differentiated and caters for the needs of all types of learners.
- Assessment information is collated and tracked by the subject leaders and shared with the staff, governors and parents. Assessment consistently informs future planning and leaders do their utmost to overcome learning barriers for children.
- Formal assessment tasks are undertaken and recorded in line with Archdiocesan guidance and requirements.
- The subject co-ordination team is outstanding in guiding Religious Education. The two subject leaders show enthusiasm, real commitment and true dedication. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. Excellent up to date documentation guides and directs all staff in their delivery of the subject. Support and encouragement are provided as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Newsletters are provided for parents and carers each term that outline the curriculum and indicate how they can enhance their children's Religious Education. They receive an annual report on progress and are kept further informed through verbal reports on parents' evenings. They are consulted on different issues and encouraged to support their child's learning.
- Achievement and effort are celebrated particularly at the Friday celebration assembly.
- Governors receive all school mailings and reports which are given to the Curriculum Committee. These ensure they are kept up to date with findings from monitoring and evaluation processes and about any new initiatives.

What does the school needs to do to improve further?

- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
 - consolidating links with other faith communities through the creative curriculum;
 - training staff in the use of 'P' Scales in Religious Education and introducing them with appropriate children;
 - continuing to monitor and evaluate the impact of the Assessment tracker.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

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

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate
