



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## LEYLAND ST. MARY'S CATHOLIC TECHNOLOGY COLLEGE

### LEYLAND

---

Inspection Date Friday 6 May 2011

Inspectors Dcn. Paul Mannings Mrs. Elizabeth Dolan

Unique Reference Number 119816

Inspection carried out under Section 48 of the Education Act 2005

---

Type of School Catholic voluntary-aided, mixed comprehensive

Age range of pupils 11-16

Number on roll 774

Chair of Governors Mr. T. Jones

Principal Mr. M. Wright

School address Royal Avenue  
Leyland,  
Lancashire  
PR25 1BS

Telephone number 01772 421909

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

Date of last inspection Tuesday 29 January 2008

# 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

Leyland St Mary's is a Catholic voluntary-aided, mixed comprehensive in the Lancashire Authority, under the trusteeship of the Benedictines of Ampleforth. There are 774 pupils on roll, drawn in the main from five feeder schools in the pastoral area together with a number from schools in the wider community. Baptized Catholics account for 68% of the roll, with 30% from other Christian denominations, and 2% from other world faith or religious traditions. There are 51 teachers of whom 55% are Catholic. The Religious Education department has four full-time, qualified teachers. The current headteacher has been in post since September 2008.

### Key for inspection grades

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

---

© 2011 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.

# Inspection Judgements

**Overall effectiveness:**

**How effective the school is in providing Catholic Education**

2

**The school's capacity for sustained improvement**

1

## **Main Findings:-**

Leyland St Mary's is a good Catholic school with many outstanding features. It is committed to the mission to educate its pupils, 'in the Catholic, Christian way that ensures each one is valued and cared for and achieves the best of which he or she is capable.'

Outcomes for individuals and groups of pupils are outstanding. This is evident from pupils' achievement and attainment in both Key Stages, from the quality of their learning and progress, their contribution to the Catholic Life of the school, and their response to and participation in Collective Worship.

Provision for Catholic Education is good with outstanding features. There is quality teaching and purposeful learning. Good assessment ensures pupil progression. The content of the curriculum is well planned, and focused on the needs of all pupils. Outstanding provision for Collective Worship reflects a clear understanding of the Church's mission.

There is good leadership and management of the development of the schools' Catholic Life. There are a number of outstanding features. Senior leadership is focused on continued monitoring and evaluation. There is strong leadership and management of Religious Education. Governors provided good challenge and support. The promotion of community cohesion is outstanding.

Outstanding capacity for sustained improvement is clear from progress made since the last inspection, with all areas for development addressed. Further development is identified in the Section 48 self-evaluation. It is supported by robust monitoring and evaluation by school leadership.

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

- Continue the process for reviewing the Mission Statement by:
  - Including staff, parents and the wider community within its Expression;
  - Sharing ownership through understanding by pupils.
- Further enrich good progress in assessment by:
  - Providing diagnostic comments in pupils' written work to further assist progress.

## How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is outstanding. In 2010 the Key Stage 4, Year 11 full GCSE cohort (118 entries) gained 92% A\*-C, with 68% A\*-C for forty-one pupils who undertook the short course. This is consistent with a continued rise from 72% in the last inspection, which was already above the national average. In Key Stage 3 pupil performance has exceeded school targets and contributed to overall standards of attainment and so enable continued progress in Key Stage 4. Pupils are attaining above average in knowledge and understanding of Religious Education (AT1) and an ability to reflect on meaning (AT2).

The quality of pupils' learning and their progress in Religious Education is outstanding. They are attentive in class and set clear progress routes matched to their age and stage. Their motivation is evident through responses to independent and collaborative learning. They ask relevant questions which demonstrate knowledge and understanding from prior learning. Their enjoyment of Religious Education is reflected in high quality behaviour and motivation.

The extent to which they contribute to and benefit from the Catholic Life of the School is outstanding. They are confident in expressing how Religious Education enables this. Equally they can support their commitment through involvement in wide ranging activities. Pupils can articulate their own beliefs and how these inform their values both in school and the wider community. This is demonstrated through their positive attitudes in school expressed not least through mutual respect and support.

Pupils' response to and participation in Collective Worship is outstanding. They appreciate the increased opportunities for their involvement and leadership. This has developed their confidence in using prayer and reflection in a variety of ways. They are willing to participate and express their beliefs and opinions. They are aware of the Liturgical Year and how this influences the variety of prayer and worship.

<b>How good outcomes are for individuals and groups of pupils</b>	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"><li>pupils' standards of attainment in Religious Education</li></ul>	1
<ul style="list-style-type: none"><li>the quality of pupils' learning and their progress in Religious Education</li></ul>	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
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 and purposeful learning in Religious Education is good with outstanding features. This has made a significant contribution to continued improvement in pupils' achievement and progress. Teachers are confident in their subject knowledge. There is good planning linked to assessment of pupils differentiated needs. There is outstanding deployment of learning support

assistance. Effective use is made of resources including technology. In some areas this is outstanding. In most lessons pupils are concentrating well. They are given clear direction that sustains progress. In some classes there is a need for tighter time control to enable achievement of learning outcomes.

Assessment in Religious education is good. In both Key Stages there are comprehensive pupil records used to record regular assessment results. Pupils complete self-assessments which indicate both their current level of attainment and the minimum acceptable level to achieve progress. There is good evidence of peer assessment. A good structure for summative assessment is in place and regularly reviewed. Overall there should be more diagnostic and formative commentary for pupils to indicate how they can progress to higher levels. This will also sustain current levels of progress and achievement.

The extent to which the Religious Education curriculum meets pupils' needs is good with outstanding features. The time allocation is the required 10% in Year 7 and in Key Stage 4. In Years 8 and 9 it is 6.7%, which represents two lessons per week. In Key Stage 3 the programme of study is directly linked to the Icons process and content. In Key Stage 4 GCSE is taught to the majority of pupils either as a full or short course over two years. All of the content is well planned and stimulating. It is focused on the specific needs of all pupils. It makes an outstanding contribution to their spiritual and moral development.

The quality of Collective Worship provided by the school is outstanding. Both daily form group prayer and weekly year group gatherings are enriched by high quality resources. Weekly masses and seasonal services are well planned, inclusive and valued by staff and pupils. The content is appropriate to the Liturgical year and reflects a clear understanding of the Church's mission. Monitoring of provision and quality is undertaken by school leadership. This informs in-service training needs.

<b>How effective the provision is for Catholic Education</b>	
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 school**

Leaders and managers provide good promotion, monitoring and evaluation of the provision for the Catholic Life of the school, together with good planning and implementation of improvement to outcomes for pupils. They are committed to the Mission Statement and the living of its aims. They have identified the need to share ownership further by continuing the review process to include thorough understanding by pupils. The outstanding commitment already made by pupils will continue to be enhanced through their ability to articulate their actions with reference to the Mission Statement. The Mission Statement should also refer to the wider school community. School leadership

has ensured the Self-Evaluation is an accurate realisation of progress in implementing and monitoring quality Catholic Life. The full time lay-chaplain has maintained the outstanding impact of this role through focus on the spiritual and moral provision for staff and pupils within the whole curriculum and wider life of the school.

Leaders and managers provide good monitoring and evaluation of the provision for Religious Education. Planning and improvement to outcomes for pupils is good. Leadership and management of the department are good with outstanding features. All planning is founded on sound evidence and data. The Self-Evaluation is rigorous, realistic and well targeted to maintain progression. Members of the department have clear roles and responsibilities. Their strengths are reinforced through good provision for continued professional development.

Governors provide good challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and effectively challenged. They are fully involved in the evaluation process through reports from school departments, which include their contributions to the Catholic Life. They are thorough and challenging in maintaining progress. Governors are committed to Religious Education and this is demonstrated by their continued support of the department.

Leaders and managers provide outstanding promotion of community cohesion. The school community is focussed on mutual wellbeing. The shared vision expresses compassion and justice. This is evident throughout school organisation and the pride and sense of purpose expressed by its members. Wide ranging activities embrace the needs of the local, national and world communities. All community interaction crosses cultural, faith, social and economic boundaries. Staff and pupils are generous in their support of these initiatives and link them readily to the gospel values promoted by the school's Catholic character. Religious Education provides knowledge, understanding and where appropriate, the celebration of other world faiths and religions. Collective Worship supports each person's spiritual identity and values through its themes, resources and opportunities for participation.

<b>How effective leaders and managers are in developing the Catholic Life of the School</b>	
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	1