



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. RICHARD'S CATHOLIC PRIMARY SCHOOL

ATHERTON

Inspection Date Tuesday 11 March 2014

Inspectors Mrs Pat Peel Mrs Marie Connolly

Unique Reference Number 106498

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 160

Chair of Governors Mrs. C. Price

Headteacher Mrs. Dawn Nulty

School address Flapper Fold Lane
Atherton
Manchester
M46 0H

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Date of last inspection 29 November 2011

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. Richard's is a smaller than average sized Catholic Primary School situated in Atherton and mainly serving the parish of St. Richard.
- There are 160 children on roll of whom 88 are baptised Catholic, 40 come from other Christian denominations, 1 from other faith or religious traditions and 31 who have no religious affiliation.
- There are 10 teachers of whom 7 teach Religious Education. Seven teachers are Catholic. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been a significant turnover of staff and a new Religious Education subject leader has recently been appointed.

Key for inspection grades

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

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Overall effectiveness:

St. Richard's Primary School is good in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. Richards.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement 'St. Richards encourages everyone within the school community to know, love and follow Jesus in all that they say and all that they do.'
- Pupils have an outstanding sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community and live out their motto "To know, Love and Follow Jesus."
- The Mission Statement truly is lived, loved, known and owned by everyone in the school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, play leaders, and buddies to younger pupils.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. visiting other schools as part of the Relay of Prayer, singing in the community and in visiting church.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. CAFOD, Nugent Care, Meningitis Trust and the local hospice to name but a few.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit the PGL Activity Centre at Boreatton Park in Shropshire and Lockerbie Manor Adventure Centre in Dumfries and Galloway in Scotland.
- Pupils have an excellent sense of right and wrong. Education for personal relationships has fostered positive attitudes in pupils and both circle time and SEAL materials are used effectively to aid this. Pupils in years 5 and 6 use the 'All that I Am' materials.
- Pupils benefit from an extremely stimulating learning environment with lots of sacred spaces and an outdoor reflection garden. The school boasts a nurture room and a prayer room, both of which offer staff and pupils a place for quiet reflection and contemplation.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly certificate assemblies.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. One Year 6 child commented that "they felt that they really belong here."

- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, taking part in parish liturgies and choral events, the immediate neighbourhood served by the school through support of the parish and outreach in the wider community through fundraising for numerous causes.

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

- Pupils' achievement and enjoyment in Religious Education is good.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are effective in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make good 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 very good and their support is effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development. The school has not tracked pupil's attainment over time and this needs to be further developed to ensure that progress and any gaps in learning can be identified and addressed.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics and Driver Words which are used in some lessons to raise achievement although this is not always explicit in planning. 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 good as shown by their interest and excellent behaviour. The small amount of disruption observed on the day of Inspection was really well managed by support assistants. This is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- Pupils act with reverence and are keen to participate in a variety of gatherings.
- The school is particularly sensitive to the needs of all those present throughout Collective Worship and pupils act with great integrity when praying together.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- The school has begun to use materials provided by the Archdiocese.
- A chaplaincy team has been developed with pupils from across the school. They have recently begun to plan, prepare and lead Worship. The school has recognised that this needs to be further developed.

- The chaplaincy team were keen to talk about their response to leading Collective Worship and it was very clear that they thoroughly enjoyed their role and the responsibility it brings commenting that “We have opportunities to shine in whatever we are good at.”
- Devotional areas around school are lovingly maintained and each classroom has its own focus area which really enriches pupil’s sensory experiences.

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

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested, engaged and make good progress. This was particularly evident in the Reception class where pupils were recognising growth in nature. There was an excellent range of continuous provision activities in the outdoor environment linked to all areas of the curriculum but with a very clear Religious Education focus.
- Teacher’s planning is inconsistent in meeting the needs of all pupils especially the more able. There is insufficient use of the Driver Words when planning activities for identified groups of pupils. This is something which can be easily addressed to support differentiation by outcome. The Driver Words can also be used in the plenary sessions to reinforce learning outcomes and support next steps.
- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes pupils are challenged and inspired which enriches their enjoyment of Religious Education. This outstanding practice needs to be shared.
- Teachers do not always take into account pupils’ prior learning when planning Religious Education lessons but with regular, closer monitoring and termly tracking this will begin to improve.
- Good use is made of time and resources e.g. Interactive White Board, God’s and Church’s Story, audio and visual media etc. There was a lot of evidence of Information Technology being used including iPads by some of the youngest pupils.
- The school is very effective in deploying teaching assistants to enhance lessons for those children who require additional support.
- Pupils are very positively affirmed throughout their lessons. There was evidence of high quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in next steps. Effort and achievement are celebrated.
- Very good samples of individual pupils work have been kept by the school. These portfolios give an indication of how far children have progressed from Reception right through to Year 6.
- The school has implemented assessment strategies which provide information on the achievement of all pupils but this information on progress has only just begun to be formally recorded. It is too early to show trends as tracking is in its infancy.
- The school has begun to moderate pieces of assessed work. Building up a portfolio of levelled exemplars will further support teacher’s accuracy when undertaking this process. Forming a cluster group with other Catholic schools in the locality will support the new subject leader in this process.
- There was some evidence of pupils using ‘I can...’ statements and self assessment strategies during lessons but this was not done consistently across the school. If staff were fully conversant with the Driver Words they could use these with pupils as part of their success criteria.

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

- The Religious Education curriculum is good in promoting pupils' learning.
- Governors and staff see Religious Education as the core subject and at the very heart of the curriculum.
- 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. Termly newsletters are provided for parents and carers.
- The school implements new curriculum developments as appropriate. *Come and See* promotes a real sense of engagement and enjoyment in Religious Education lessons.
- Enrichment activities such as rugby, football, drama, Lego, Dance, choir, crafts and multi-skills etc. have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The school shows an awareness of pupils' individual needs and the curriculum is customised to meet them.
- Children have explored the beliefs and values of another faith – Judaism and will explore Islam later in the year. This helps to promote tolerance and respect for those who think differently.
- Pupils have had opportunities to work together with a cluster of Pastoral Area schools on a variety of projects i.e. Relay of Prayer, Stations of the Cross.

The quality of Collective Worship provided by the school.

- The Collective Worship provided is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- The school has invested in in-service for staff and the purchase of high quality resources to support Collective Worship. The environment and fully equipped prayer room is testament to the high focus and reverence that Liturgy and Worship is given throughout the school.
- 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.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Through the development of the Chaplaincy group teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, prepare and lead Collective Worship but this needs developing further.

- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the *Come and See* programme. The parish priest is a regular visitor to the school and provides weekly musical support to Liturgy and Worship alongside supporting the curriculum. The priest presides at celebrations of Mass throughout the Church's liturgical year.

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 good in promoting and developing the Catholic life of the school. The Headteacher is deeply committed to the Church's Mission in education.
- This is reflected in the Mission Statement outlining St. Richard's as a place where '...everyone within the school community is encouraged to know, love and follow Jesus.'
- All those who form part of the school community were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge.
- It is a comprehensive document and since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities.
- The school provides good Newly Qualified Teacher induction and in-service training to enable staff to further understand the Church's Mission in Education and plays their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship and 'Rejoice' celebrations at the end of each new topic.
- 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 relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils and their families.
- There is a very proactive 'social and fundraising group' made up of parents and friends of the school who have provided a range of resources in support of the curriculum for example provision of coaches for WOW experiences, tyre park, picnic benches and purchase of library resources etc.
- Governors are well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes in this area.
- The school supports the parish 'With You Always' family catechesis sessions.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is good.
- The Self Evaluation Document is a coherent reflection of monitoring and self challenge. However in regards to Standards, the searching analysis of data needs to be quickly adopted and developed to ensure the school is providing a firm basis for accurate diagnosis of the schools strengths and areas for development.
- Teaching and learning is currently monitored by the headteacher but this needs to be undertaken on a more regular basis together with the new subject leader. This will enable appropriate feedback and support to be given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan in-service days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school has only just begun to track pupil progress in Religious Education. To ensure that key areas for development are tackled systematically this needs to be rigorously monitored and evaluated to enable strengths and areas for development to be identified. Senior leaders and governors need to know the impact of teaching and learning over time.
- The subject leader is very new to the role and is currently working under the guidance and support of the headteacher who until January of this year was undertaking the role herself. An action plan has been drawn up to enable the subject leader to begin familiarising herself with the demands of the role. She will need continuing support and it is recommended that she forge a link with an established subject leader in a nearby school in a mentoring capacity. This will free up and enable the headteacher to quality assure rather than co-lead the subject.
- Good documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. The headteacher has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes.

What does the school needs to do to improve further?

- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - maintaining a termly tracking system which enables the data received from pupil assessments to be interrogated;
 - using the information gleaned through analysis to inform teacher's planning. This will lead to improvements in progress and learning of individuals, groups and whole cohorts.
- Improve the quality of provision and outcomes for Collective Worship by:
 - enabling all pupils to plan, prepare and lead Collective Worship from the earliest years.
- Raise the standards of attainment in Religious Education further by:
 - embedding the language of the level descriptors and Driver Words into planning and practice enabling the needs of all pupils to be met.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate