



# 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. Mary's school is an averaged sized Catholic Primary School situated in Chorley and mainly serving the parish of St. Mary's. There are 210 children on roll of whom 185 are baptised Catholic, 23 come from other Christian denominations, and there are 2 pupils from other faith or religious traditions. There are 8 teachers 7 of whom teach Religious Education. Five are Catholic and 3 have a suitable qualification in Religious Education. One teacher is due to commence the CCRS this year. Since the last inspection a new deputy head teacher and Religious Education coordinator have been appointed. Classrooms in the junior department have been extended.

### 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**

1

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

1

## **Main Findings:-**

The school is outstanding in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely maintained and built on previously outstanding performance. Self evaluation is rigorous and accurate. Outcomes for pupils are outstanding. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The school is successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and committed to Religious Education and the Catholic life of the school and consistently communicates its high expectations to staff in order to secure further improvement. Staff are constantly affirmed and very well 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. Any underperformance is challenged.

The school has outstanding capacity for sustained improvement.

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

- Enhance provision for Collective Worship further by:
  - continuing to develop in children the skills needed to take greater leadership roles in acts of Collective Worship.
- Enhance the provision of Religious Education by:
  - implementing the plans to have a more formal approach to monitoring of lessons and acts of Collective Worship.

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

Pupils' achievement in Religious Education is outstanding. On entry to school, children have the knowledge and skills expected for children of their age. Pupils' attainment in Religious Education is outstanding. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessments undertaken provides evidence of pupils generally attaining levels above that expected for their age and stage of development even in Key Stage 1. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are outstanding. Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age and 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 and the help necessary to improve is readily given. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by their care and respect for each other, their involvement in the review and living out of the Mission Statement and by their involvement in Collective Worship, the school council, pals and buddies. Pupils' have an outstanding sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community as seen above and also by being members of the school council, and as house and sports captains. It is hoped that in the future pupils will benefit from participation in away days and retreat activities. 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. 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 good in responding to and participating in the school's Collective Worship. They act with reverence and are keen to participate in a variety of gatherings. They 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 appreciate and are open to the Word of God in the scriptures when well proclaimed. They now need to be given more confidence in preparing and leading 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	2

### **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 outstanding progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources: interactive White Board including PowerPoint, teaching assistants and other adults, Big Books, photographs, Song, focus tables and cooking utensils. Teachers and others adults use a variety of strategies to sustain and motivate pupils: very creative use of the Here I Am programme, talking partners, affirmation and cross

curricular links. Pupils are informed of their progress and how to improve both orally and through marking.

The assessment of pupils work in Religious Education has been greatly developed since the last inspection and teachers are more confident with this work. The school has very good assessment strategies in place 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. Teachers enable pupils to evaluate their own work. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team and governors. It is hoped that this information will, in the future, be shared with the entire staff and the governing body so that all will be more aware of standards and progress in the school. Achievement and effort are celebrated. Pupils are constantly affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is outstanding 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 are provided for parents. The school implements new curriculum developments as appropriate. Enrichment activities such as the after school clubs (music sport, gymnastics) and school trips, have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The Collective Worship provided is good (with outstanding features) 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 an active and conscious participation of all present. Children are enabled to pray formally and reflectively. Since the last inspection the teachers have been provided with the necessary resources to enhance the provision of Collective Worship. Teachers are now encouraged to provide opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Good opportunities are provided for parents and carers to participate in a variety of celebrations of the Here I Am programme and the Church's liturgical year.

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

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

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show an outstanding understanding of and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement. All who form part of the school community including the children were involved in the recent development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school through their respectful treatment of all, their involvement in Collective Worship and sacramental preparation and their involvement in pals, buddies and playground leaders. 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 outline areas for development. The Self Evaluation Document is thorough and comprehensive though, at times, modest in its judgements. It is obviously having a great impact on the Catholic life of the school. The school provides outstanding 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 and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The quality of planning is outstanding. The new subject leader is beginning to lead and manage the subject in an outstanding way. He shows exceptional commitment to his new role.

Governors are outstanding in fulfilling their responsibilities. Their collective talents and skills have effectively helped to shape the direction of the school. They are obviously very passionate about the school and are committed to improving standards, especially those concerned with the Religious Education curriculum and the Catholic life of the school. The contribution of the parish priest is particularly appreciated and valued by both staff and pupils.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflect and respect the religious diversity within the school. There are positive relationships at every level within the school. Reverence and respect for people of other faiths and religions is encouraged through the work done in school on other faiths topics. Children have explored the beliefs and values of other faiths and religions particularly Judaism, Hinduism, Buddhism and Sikhism. This helps to promote tolerance and respect for those who think differently. Parents and outside visitors have enhanced this work by their positive contributions. Parents are encouraged to attend Here I Am rejoice assemblies which they appear to value and get great benefit from them. The use of the 'Here I Am' programme promotes community cohesion. Pupils sing in local old peoples' homes at Christmas and distribute food from the Harvest Festival to the needy in Chorley through a local agency. Strong links have been set up with Mayfield, a local special school and also with a parish in Zimbabwe.

<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	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
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	1
How effectively leaders and managers promote community cohesion	1