



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Mary and St. Andrews' Catholic  
Primary School**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

**School:**

St. Mary and St. Andrew's Catholic Primary  
School

**Address:**

Station Lane,  
Barton,  
Preston

**Telephone Number:**

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**School URN:**

119444

**Head teacher:**

Mrs Anya Cross

**Chair of Governors:**

Mr Paul Singleton

**Lead Inspector:**

Mrs Mia Barlow

**Team Inspector:**

Mrs Helen Moreton

**Date of Inspection:**

17<sup>th</sup> May 2017

## INFORMATION ABOUT THE SCHOOL

The school is a smaller than average primary school and pupils are taught in five classes –most of which are mixed age. The great majority are of White British heritage. The proportion of pupils known to be eligible for free school meals is very low and the proportion with special educational needs and/or disabilities is well below average. The school offers before and after-school provision. There have been significant staffing changes since the last inspection, particularly at senior leadership level. There have also been significant governor changes including the chair of governors.

PUPILS	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	14	17	19	18	18	14	21	121
Catholics on roll	13	12	14	13	10	14	11	87
Other Christian denomination	2	2	1	2	3	1	3	14
Other faith background	1	1	5	1	1	1	3	13
No religious affiliation	0	1	1	1	1	2	1	7
No of learners from ethnic groups	1	1	5	2	2	3	3	17
Total on SEN Register	0	1	2	1	0	2	2	8
Total with Statements of SEN	0	0	0	0	0	0	0	0

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	B			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Newhouse St Mary's	48
Blessed George Haydock & St Andrew's	19
St Robert's, Catforth	2
Ss Mary and Michael, Garstang	6
St Bernadette's, Lancaster	2
Our Lady and St Edward's, Fulwood	2

TEACHING TIME FOR RE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2hrs	2hrs	2hrs	2.5hrs	2.5hrs	2.5hrs	2.5hrs	16hrs
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

<b>TEACHING TIME - ENGLISH</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	N/A	5hrs	5hrs	5hrs	5hrs	5hrs	5hrs	30hrs
% of teaching time	N/A	20%	20%	20%	20%	20%	20%	20%

<b>TEACHING TIME - MATHS</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	N/A	5hrs	5hrs	5hrs	5hrs	5hrs	5hrs	30hrs
% of teaching time	N/A	20%	20%	20%	20%	20%	20%	20%,

<b>STAFFING</b>	
Full-time teachers	5
Part-time teachers	4
Total full-time equivalent (FTE)	6.8
Classroom Support assistants	6
Percentage of Catholic teachers FTE	67%
Number of teachers teaching RE	5
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	16
Number of classes	5
Average class size KS1	25
Average class size KS2	24

<b>EXPENDITURE (£)</b>	<b>Last financial year 2016-17 Spent</b>	<b>Current financial year 2017-18</b>	<b>Next financial year 2018-19</b>
Total expenditure on teaching and learning resources	£19,213	£12,000	£10,000
RE Curriculum allowance from above	£453.40	£500	£500
English Curriculum allowance from above	£179.42	£2000	£500
Total CPD budget	£7233.98	£2500	£2500
RE allocation for CPD	£1014	£500	£500

<b>How the school has developed since the last inspection</b>
<ul style="list-style-type: none"> <li>• Pupils have targets in RE to develop their learning and progress.</li> <li>• Pupils are more aware of what they are doing well and what they need to do next.</li> <li>• Staff are confident in using level descriptors to accurately assess pupils' work</li> </ul>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**1**

**CATHOLIC LIFE**

**1**

**RELIGIOUS EDUCATION**

**1**

### KEY FINDINGS

St. Mary and St. Andrew's is an outstanding Catholic school. Staff, pupils, parents and governors justifiably speak with great pride about their school. There is an appreciation of all that they achieve together alongside a deep commitment to continued improvement. Across the whole school there is an atmosphere of love, support and challenge. The Catholic ethos is treasured by staff, governors and pupils alike. The school motto 'Guide us, O God, to be the best people that we can be' is lived out by staff, pupils and governors. Leaders and managers effectively promote the Catholic Life of the school, through the example they set and their focus on keeping Christ at the centre of all that they do. The school environment demonstrates the high importance placed on the Catholic Life of the school – not just in the beautiful displays around the school – but also in the playground where children chalk the names of children who have shown they have a 'heart that sees' on the wall.

All staff and governors are involved in self-evaluation which is both accurate and reflective and leads to continuous improvement. Governors are committed and well informed; they are involved in many aspects of school life, offering both challenge and support to further develop the Catholic Life of the school. Prayer is central to the school and clearly is very important to pupils.

Pupils report that they enjoy Religious Education (RE) and this is clearly evident in lessons. They speak with confidence about the importance of faith and how it affects their daily life. Pupils make very good progress due to excellent teaching which begins in the EYFS and is continued through the school.

Leaders and managers have effective monitoring systems in place. Parents, governors and staff all speak with great pride about the care, support and challenge provided by senior leaders. This support, along with the wealth of professional development opportunities, is a great strength of the school.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

The school has an excellent capacity for sustained improvement due to:

- Outstanding leadership and management
- the commitment of staff and governors
- accurate and reflective self - evaluation
- a continuous drive for improvement that is evident throughout the school

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

- continue to provide focused support to ensure consistency of high standards and outstanding provision
- adapt tracking sheets so that information about progress of different groups of children can be easily shared
- ensure governors have a good knowledge of standards across different groups

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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Pupils place great importance on the Catholic Life of the school, describing how as a school family they all work together to love everybody. They speak with great maturity about the difference between tolerance and respect. Pupils are very clear about how essential it is to show respect and love to everyone in God's world. They are aware of the needs of others and speak passionately about helping vulnerable people – through prayer, fund- raising and showing love to all. Pupils describe their school as “loving, joyful and amazing.”

Putting faith into action is very important to them. Pupils show a great sense of responsibility to others and are keen to use their gifts and talents to help others. One child from year 6 stated “God gives these gifts to us to help us serve as a messenger of the Lord.” Pupils make significant contributions to the Catholic Life of the school and take responsibilities for activities in school and in the wider community. Examples include supporting ‘Luke’s wish,’ Ingol food bank, Junior Volunteer Police Cadets and responding to current events.

Pupils show great reverence and respect during times of prayer and liturgy, demonstrating deep thought and heartfelt responses. This begins in the foundation stage where children listen, contribute and reflect during prayer showing a sense of awe, wonder and spirituality. As pupils progress through Key Stage 1 they begin to take more responsibility, choosing prayers and hymns. As pupils progress through Key Stage 2 they become skilled at planning and leading prayer and liturgy. Pupils confidently create spiritual atmospheres and prayer and liturgy clearly helps them to grow in their faith. Prayer is very important to the pupils and they see it as a vital part of their school life. Pupils describe times of prayer as calm, inclusive and feeling close to God. They are proud of their beliefs but also show very deep respect for other beliefs. Pupils talk about how much prayer is a part of their lives and how prayer helps them especially during difficult times.

The commitment of governors and school leaders to the Church's mission is outstanding. Staff report that the senior leaders are excellent role models – describing them as “supportive, challenging and filled with faith.” The head teacher speaks with great passion about the Catholic Life of the school - with faith being at the centre of everything. The governors echo this view describing how faith is not just talked about at St. Mary and St. Andrew's “it is in our hearts –

not just in our heads." Governors make a significant contribution to the Catholic Life of the school and are ready to challenge as well as support where necessary. Strong Parish links and the commitment of the Parish Priests adds to the many strengths in this area.

Priorities are set through rigorous self-evaluation, where governors hold the school to account for its Catholic Life. Pupils have a very clear understanding of the school's mission and feel that they too have a responsibility to develop this. They speak confidently about how their beliefs are reflected in their actions. One pupil, when discussing how it can be hard to forgive at times, stated "even when Jesus was nailed to the cross, he still forgave the people who crucified him – we have to try to follow his actions."

Well-informed and committed governors make a significant contribution to the Catholic Life of the school ensuring that prayer and liturgy are central to every part of school life. Liturgical seasons are focal points in the life of the school. The learning environment confirms that the Catholic faith is central to the school.

A wealth of opportunities is provided for staff to develop their understanding and develop their own faith. These include Diocesan training, supporting a member of staff in completing the Faith Accompaniment course, the Catholic leadership programme, and Metanoia support in school. There is also a great deal of support in school provided by the headteacher and the RE subject leader. The impact of this ongoing support can be seen during times of prayer and liturgy. To ensure consistency of outstanding provision it is important that this continues. Senior leaders have a good awareness of where support is still needed.

Staff pray together and provide a wide variety of opportunities for pupils to take part in and lead prayer and liturgy. Many opportunities are provided for parents, parishioners and other members of the school community to be involved in the Catholic Life of the school.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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Pupils report that they enjoy RE and that they are challenged to achieve during RE lessons. One pupil reported that “teachers help you to expand your knowledge to a place that you never knew you could reach.” Pupils were highly motivated and engaged during lessons observed. The quality of teaching and learning observed during the inspection showed examples of outstanding practice. Children in EYFS/KS1 engage with learning with excitement. Activities are well differentiated to support all abilities. Excellent questioning and relationships help the children to achieve the very best they can. In Key stage 2, pupils are clearly very proud of their learning and their abilities in RE. In one lesson observed the children were learning about the Jewish faith. They were highly motivated and spoke with such passion and maturity about their learning. Outstanding teaching ensured that children were encouraged to “think deeper” and made rapid progress. This progress continues in the upper Key Stage 2 class. Good subject knowledge and excellent questioning encouraged pupils to make strong links between scripture and daily life. Effective use of resources adds a real purpose for learning. Pupils are religiously literate speaking with great confidence and knowledge about Bible stories and the teachings of Jesus. They have a strong awareness of the demands and challenges of living out their faith.

Children enter the Foundation Stage with knowledge and experience of RE below that expected for their age. However, they make rapid progress and by the time they enter Key Stage 1 many children’s attainment is in line with national expectations. Good progress in Key Stage 1 results in the vast majority of pupils entering Key Stage 2 with attainment in RE in line with expectations. This rapid progress continues throughout Key Stage 2 and by the end of the Key Stage, pupils’ attainment is in line with expectations with some children achieving beyond age related expectations. There was a dip in attainment at the end of Key Stage 2 in 2016. However, the senior leadership team are aware of the cohort specific issues. Assessment and tracking for current cohorts show that progress is at least good and often better. The progress of all groups of children including the very able, those with special needs and boys and girls is very good.

Governors and school leaders inspire others and ensure that staff share their clear and enthusiastic vision and commitment to Religious Education. The curriculum meets all the requirements of the national Religious Education Curriculum

Directory. There is a wide variety of resources used to create an engaging curriculum which promotes very good progress and a depth of understanding. Excellent coverage of other world faiths is also provided within the curriculum.

Monitoring of both the curriculum and the quality of teaching is outstanding. Leaders and managers observe lessons, scrutinise planning and pupils' work, and also seek pupils' opinions about learning in RE. This rigorous monitoring is then used to provide both verbal and written feedback to staff, and to inform future development plans. There is also a wealth of informal monitoring and support. Staff talk with pride about the RE subject leader who provides care and challenge. There is a culture among the whole staff of sharing, supporting and facing challenges together. Senior leaders model excellent practice and this results in a continuous drive to provide the best possible experiences for every pupil. Through careful tracking, pupils requiring additional support or challenge are clearly identified and targeted. Governors are regularly informed about attainment in RE across the school with detailed reports provided by the headteacher and subject leader. Senior leaders have a good awareness of the progress of individuals and different groups of children. The tracking system needs to be adapted slightly so that the progress of these groups can be easily identified and reported to governors. This would ensure that governors have a very strong understanding of standards across groups.

The quality of provision in RE is outstanding. The Religious Education curriculum provides a wealth of opportunities to ensure pupils have a deep insight into the life and teachings of Jesus. Teachers' excellent subject knowledge and imaginative teaching contributes to the pupils making very good progress as learners. High quality assessment, marking and feedback are used consistently across the school. Pupils have targets in RE and report that they know what they are doing well and what they need to do next. A variety of target systems have been used with different age groups of children to ensure they are appropriate for each child. There are many examples of marking and feedback being used to add additional challenge to pupils who report that teachers always show them how to move to the next level. Pupils are excited by the challenge of moving on and progressing.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>