

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

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**School: St Mary and St Andrew's Catholic Primary School**

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**School URN: 119444**

**Headteacher: Mrs A Charnley**

**Chair of Governors: Mrs P Loughran**

**Section 48 Inspector: Mrs J Hampson**

**Date of Inspection: March 27<sup>th</sup> 2012**

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## **INFORMATION ABOUT THE SCHOOL**

St Mary and St Andrew's Catholic Primary school is a Voluntary Aided school in the Diocese of Lancaster. The school serves the parishes of St Mary's, Newhouse and St Andrew's, Cottam situated in a semi-rural area. The majority of pupils are of white British heritage. There are currently 102 pupils on role of whom approximately 86% are baptised Catholics. A small number of children have other faith backgrounds. The school draws pupils from a very wide area and pupils leaving at the end of year six transfer to a number of high schools. Approximately one third transferred to Our Lady's Catholic High School in Fulwood last year.

### **FACTUAL INFORMATION**

#### **Pupil Catchment:**

Number of pupils on roll:	102
Planned Admission Number of Pupils:	16
Percentage of pupils baptised Catholics:	86%
Percentage of pupils from other Christian denominations:	0.3%
Percentage of pupils from other faith backgrounds:	0.7%
Percentage of pupils with no religious affiliation:	0.4%
Percentage of pupils from ethnic groups:	0.7%
Percentage of pupils with special needs:	0.2%

#### **Staffing**

Full-time teachers:	4
Part-time teachers:	5
Percentage of Catholic teachers:	80%
Percentage of teachers with CCRS:	80%

#### **Percentage of learning time given to RE:**

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

#### **Parishes served by the school:**

1.	St Mary' Newhouse	39
2.	St Andrew's, Cottam	47

**Overall Effectiveness**

**1**

**Capacity for sustained improvement**

**1**

## **MAIN FINDINGS**

St Mary and St Andrew is an outstanding Catholic school, where rigorous and accurate self-evaluation leads to continuous improvement. There is excellent leadership at all levels, ensuring a shared, ambitious vision which fosters the highest of expectations for all members of the school community. Pupils love coming to school and are very proud of it, which results in them having extremely positive attitudes to learning. Outcomes for pupils are outstanding, with no significant variation between any major groups. All pupils make excellent progress from average starting points and attainment is high. Pupils benefit greatly from the range of opportunities offered to contribute to the Catholic life of the school. Their participation in, and leadership of, the prayer and liturgical life of the school is excellent. The promotion of pupils' spiritual and moral development is exceptional.

The school provides an excellent Catholic education. Teaching and learning in Religious Education is outstanding overall which enables pupils to make excellent progress. The Religious Education curriculum provided is rich and varied and is focused on meeting the needs of all pupils and on raising standards. Assessment, monitoring and tracking systems, which are continually under review and development, impact positively on pupil progress. The quality of Collective Worship is outstanding: staff are excellent role models for pupils and offer a variety of prayer and worship opportunities in class.

The excellent leadership of the head teacher ensures that all pupils are well cared for, known and respected as individuals and motivated to make good progress.

### **The School's capacity for sustained improvement**

All priorities for improvement since the last inspection have been successfully addressed. The head teacher, senior staff and governors demonstrate total commitment to the ethos and mission of Catholic education where continuous improvement in every aspect of school life is a priority. The school's capacity for sustained improvement in all areas is outstanding because of rigorous and accurate self-evaluation leading to clear challenging targets and appropriate priorities. Collective Worship, the extent to which the school meets the needs of all pupils in Religious Education and the work of the governing body are key strengths of the school.

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

- Continue to develop and extend the use of pupil targets in RE to enable all pupils to see how well they have done and what they need to do to improve further.

## **PUPILS**

### **How good outcomes are for pupils, taking particular account of variations between different groups**

<b>1</b>
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Pupils enjoy Religious Education; they speak very enthusiastically about their lessons and have very positive attitudes towards their learning. In RE lessons they participate well and are eager to improve their own learning.

Assessment data, pupil tracking systems and work scrutiny provide evidence of pupils' continuous improvement. Standards of attainment in Religious Education continue to be above average at the end of Key Stage 2. From average starting points on entry to school, all pupils including boys and girls, Catholics and those other than Catholic, make very good progress throughout all three key stages. Assessment of attainment on entry enables Foundation Stage staff to immediately match the curriculum closely to the needs of all pupils, resulting in high standards. Most pupils attain above average standards in knowledge and understanding of religion (AT1) and in an ability to reflect on meaning (AT2) in all key stages. Standards of attainment are above average in all strands of each attainment target. At the end of Key Stage 2, all pupils attain level 4, with 40% attaining level 5.

The very small number of pupils who have special educational needs and/or disabilities make good progress because their needs are accurately identified and support is carefully adapted to meet them.

Pupils are able to articulate confidently what they have learned in religious education and its impact on their lives both at school and at home.

Pupils make an outstanding contribution to the Catholic life of school. They are able to talk with confidence about their understanding of the Catholic life of the school and their engagement with it. The excellent spiritual, moral, social and cultural development in school enables all pupils to express their own views and beliefs with confidence. They are able to refer confidently to the teachings of Christ when discussing life in school.

Prayer is central to the Catholic life of St Mary and St Andrew School. Pupils throughout the school regularly prepare and lead acts of collective worship. They do this with confidence and enthusiasm because they are well-supported by staff. They are able to use information and communication technology (ICT) and music effectively to support reflection. Pupils are skilled in selecting passages of scripture when planning their own acts of collective worship. For example, in an observed act of collective worship, a group of pupils led their classmates in a meditation on the impact of jealousy in our lives, using the story of The Prodigal

son, focussing on the son who was left behind. Pupils responded positively to this theme.

## **LEADERS AND MANAGERS**

### **How effective leaders and managers are in developing the Catholic life of the School**

<b>1</b>
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Leaders and managers are very good at promoting Catholic values and principles. This is the result of the Catholic mission of the school being at the heart of all school life and pupils' spiritual and moral development being central to the school's vision.

Clear procedures for self-evaluation, monitoring and evaluation at all levels within the school enable all staff to contribute to improving the school by constantly challenging themselves to find better ways of working with pupils. This results in a clear set of priorities for development, including plans for Religious Education, Collective Worship and the diocese's 'Fit for Mission' action plan, to ensure continuous improvement in all aspects of the Catholic life of the school.

High quality staff training and procedures for performance management ensure that staff are aware of, understand and are committed to the very strong Catholic ethos, for example through the opportunity for all staff to study for the Catholic Certificate in Religious Studies (CCRS).

The monitoring and evaluation of provision for Religious education are outstanding. The efficient Religious Education subject leader has effectively ensured that monitoring, assessment and tracking systems are in place and are impacting positively on pupils' learning, progress and standards. They accurately inform areas of strength and development and contribute to the excellent capacity for improvement. She has high expectations, keeps staff well informed and is very supportive.

The outstanding work of the governing body is a strength of the school. Governors provide high levels of professional challenge and support. They are very proactive, involved in the Catholic life of the school and make a highly significant contribution to the school's work. They have high levels of expertise, are extremely well organised and thorough in their approach.

Governors are well informed on issues relating to Religious Education and to the Catholic life of the school; they understand the school's performance in Religious Education and know what needs to be done to ensure continuous improvement of standards. Governors discharge their statutory and canonical duties well and are very supportive of leaders and staff.

The school participates fully and actively in developing a variety of partnership activities, which impact significantly on pupils' achievement and well-being and to the Catholic life of the school. For example, the head teacher has ensured the school is now a member of a new cluster of small Catholic schools. This provides opportunities to share training, as well as to moderate RE work with colleagues.

The promotion of community cohesion is outstanding. The head teacher has ensured inclusion of all is a central goal and a shared vision. As a result, there is a common sense of belonging amongst staff and pupils and all have a high regard for the Catholic life of the school. Every aspect of school life demonstrates that leaders respect difference, value diversity and ensure equal opportunities for all. The curriculum is planned to meet all pupils needs and thus to ensure equality of opportunity for all.

Staff are excellent role models for pupils and have very good relationships with pupils and parents. One parent, summing up the views of many, commented on the 'dedication of staff, fulfilling their Christian beliefs.' Relationships among pupils are positive. Many opportunities exist for pupils to engage and collaborate with each other, for example, the recent activities for RE week when children worked across key stages, with the older children supporting the younger ones in art, drama and music.

Parents with different backgrounds are involved in the life of the school. During "One World" week, parents were encouraged to come into school to share stories from their culture. Provision for Collective Worship celebrates, reflects and respects religious diversity. This aspect of school life has been enhanced by a recent visit to a mosque.

## **PROVISION**

### **How effective the provision is for Catholic Education**

<b>1</b>
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Teaching is outstanding overall. An excellent range of teaching styles, good questioning techniques, clear explanations and well-paced lessons ensure that all pupils are consistently enthusiastic about their learning and make good progress in both attainment targets. Effectively planned lessons build on prior learning and meet the needs of all pupils. Support staff are very effectively deployed to meet the needs of the pupils.

In a lesson observed, the excellent subject knowledge of the teacher, high expectations and a passion to make learning interesting ensured that pupils were engaged, motivated, challenged and inspired. For example, when listening to the Easter story, the teacher moved the lesson outside to share the story of Jesus in the Garden of Gethsemane. This provided children with a real opportunity for reflection and to engage thoughtfully in discussion.

Assessment and monitoring procedures are good and give a clear, accurate and up-to-date picture of pupil progress and attainment. Leaders and teachers use this information consistently and systematically to sustain high levels of achievement. The tracking system for Religious Education enables the school to focus on ensuring that different groups of pupils achieve equally well and this information is used effectively by teachers to set targets for improvement. Pupils are provided with detailed feedback, both orally and through positive marking. The use of targets is being further developed as a whole-school approach to ensure that pupils know how well they have done and can discuss what they need to do to sustain good progress.

The Religious Education curriculum is creatively adapted to meet the needs of all pupils. It is enriched through a variety of imaginative and well-planned strategies and relevant resources, which engage and motivate the pupils. The creative approaches to 'RE week' demonstrate the success of the school in seeking to improve on the coherence, relevance and excitement of the RE curriculum. Long and short-term planning ensures full coverage of the religious curriculum. The Religious Education curriculum provides excellent opportunities for, and impacts positively on, pupils' spiritual and moral development. Parents value the impact of religious education in school 'which is reflected in all aspects of school life.' The curriculum meets the requirements of the Bishops' Conference.

The quality of Collective Worship provided by the school is outstanding and ensures that the spiritual needs of all pupils are well met. It is fully inclusive, reflective and well-planned enabling pupils to take an active part. Prayer is central to the life of the school and this is reflected in the way the pupils are enabled, from a very early age, to plan and lead their own acts of collective worship. One parent commented, 'The commitment to Christian values is very evident throughout the school, with worship very much at the heart of the school.' Pupils' liturgical formation is well-planned, appropriate to their faith backgrounds and shows progression. There is a range of formal and informal opportunities for daily prayer. Acts of Collective Worship have a significant impact on pupils, parents and the parishes they serve. They are very public demonstrations of the ethos of the school.

# SUMMARY OF INSPECTION JUDGEMENTS

**Key for inspection grades:**

Grade 1 **Outstanding**      Grade 2 **Good**      Grade 3 **Satisfactory**      Grade 4 **Unsatisfactory**

<b>Overall effectiveness</b>	<b>1</b>
<b>The school's capacity for sustained improvement</b>	<b>1</b>
<b>PUPILS How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>1</b>
• how well do pupils achieve and enjoy their learning in Religious Education?	<b>1</b>
❖ the quality of pupils' learning and their progress	<b>1</b>
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>1</b>
❖ pupils' attainment in RE	<b>1</b>
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	<b>1</b>
• how well do pupils respond to and participate in the school's Collective Worship?	<b>1</b>
<b>LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?</b>	<b>1</b>
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	<b>1</b>
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	<b>1</b>
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	<b>1</b>
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being?	<b>1</b>
• how effectively leaders and managers promote Community Cohesion?	<b>1</b>
<b>PROVISION How effective is the provision for Catholic Education?</b>	<b>1</b>
• the quality of teaching and purposeful learning in?	<b>1</b>
• the effectiveness of assessment and academic guidance in Religious Education?	<b>1</b>
• the extent to which Religious Education curriculum meets pupils' needs?	<b>1</b>
• the quality of Collective Worship provided by the school?	<b>1</b>