



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Mary's Catholic Primary School,  
Fleetwood**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

<b>School:</b>	<b>St Mary's Catholic Primary School Fleetwood</b>
<b>Address:</b>	<b>London Street, Fleetwood FY7 6EU</b>
<b>Telephone Number:</b>	<b>01253 878464</b>
<b>Email Address:</b>	<b>head@st-marys-fleetwood.lancs.sch.uk</b>
<b>School URN:</b>	<b>119623</b>
<b>Headteacher:</b>	<b>Mrs Ann Kowalska</b>
<b>Chair of Governors:</b>	<b>Mr Andrew Cafferkey</b>
<b>Lead Inspector:</b>	<b>Mrs Adrienne Delaney</b>
<b>Team Inspector:</b>	<b>Mrs Sharon Barnett</b>
<b>Date of Inspection:</b>	<b>25<sup>th</sup> March 2015</b>

## INFORMATION ABOUT THE SCHOOL

St Mary's is a Catholic Voluntary Aided primary school in Fleetwood in the Diocese of Lancaster. The school mainly serves the parish of St Mary's, Fleetwood. It is a below average-sized primary school with currently 142 pupils on roll, of which approximately 35% are baptised Roman Catholic and 36% are from other Christian backgrounds. Most pupils are of White British heritage with a small minority of pupils from ethnic minority backgrounds. A high percentage of pupils are located in areas classed as being in the worst 3% in England for deprivation. The proportion of pupils with Special Educational Needs and Disabilities is above national average, as is the proportion of pupils known to be eligible for the pupil premium funding.

The school has undergone several years of instability in terms of staffing but now has a new head teacher, a new subject leader for RE and new additional governors.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	25	22	26	22	15	17	15	142
Catholics on roll	8	6	10	5	6	10	5	50
Other Christian denomination	9	8	9	8	6	4	7	51
Other faith background	1	0	1	0	1	0	0	3
No religious affiliation	3	5	0	3	0	1	2	14
No of learners from ethnic groups	6	3	5	0	2	2	0	18
Total on SEN Register	6	2	1	3	1	2	2	17
Total with Statements of SEN	2	0	0	0	0	0	0	2

Exclusions in last academic year	Permanent	1	Fixed term	14
Index of multiple deprivation	E and E*			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Mary's	117
St Wulstan's and St Edmund's	23
St Teresa's, Cleveleys	1
Sacred Heart, Thornton	1

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

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	7	8 hrs	55					
% of teaching time	30%	33%	33%	32%	32%	32%	32%	31%

<b>TEACHING TIME FOR MATHS</b>	<b>Rec</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)	4	7	7	7	7	7	7	46
% of teaching time	21% +	31%	31%	30%	30%	30%	30%	29%

<b>STAFFING</b>	
Full-time teachers	7
Part-time teachers	1
Total full-time equivalent (FTE)	7.8
Classroom Support assistants	8
Number of Catholic teachers FTE	36%
Number of teachers teaching RE	6.8
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0
Teachers with CTC	1

<b>ORGANISATION</b>	
Published admission number	25
Number of classes	6
Average class size	25

<b>EXPENDITURE (£)</b>	<b>Last financial year 2013-14</b>	<b>Current financial year 2014-15</b>	<b>Next financial year 2015-16</b>
Total expenditure on teaching and learning resources	£4410.57	£4380.79	
RE Curriculum allowance from above	£1050.00	£500.00	£1000.00
English Curriculum allowance from above	£6050.00	£500.00	
Total CPD budget	£12,536.00	£3,800.00	
RE allocation for CPD			

<b>How the school has developed since the last inspection</b>
<p>All aspects for improvement since the last inspection have been addressed but a period of significant change over the past two years has not enabled a systematic and sustained positive impact on raising standards. An improved baseline assessment and a more detailed tracking system across the school have been put in place and governors are well informed and now able to monitor attainment and progress in curriculum RE.</p> <p>The school has a very good capacity to sustain these improvements. The dedication of the governors together with the commitment of the leadership team and all the staff, demonstrate the capacity to improve further. Inspection has shown that self-evaluation is good and issues arising from in-house moderation meetings have identified appropriate areas for development in curriculum RE.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**2**

**RELIGIOUS EDUCATION**

**2**

### OVERALL EFFECTIVENESS

St Mary's is a good and improving Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision: pupils enjoy attending school and they have positive attitudes to learning. One Year 6 pupil described St Mary's as a "friendly, caring and enjoyable" school where "we are all following in Jesus' footsteps". Pupils deepen knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its Mission Statement daily which states that the school works 'Together for the Good of Each Other'. Governors play a significant part in leading the strategic direction of the school in the community it serves. The recent leadership changes have enabled recommendations since the last inspection to be actioned. The RE leader has been tenacious in her efforts to ensure the Catholic life of the school remains good, despite many changes in the past 2 years. The work of the Governors, RE Leader and the Teaching Assistants in providing stability and maintaining the Catholic ethos of the school during periods of change has been a strength of the school. It has enabled the Catholicity to remain at the forefront of the life of the school.

The Catholic Life of the school is good and the commitment from the new head, governors, staff, and parish clergy to support pupils in their prayer life and grow in faith has remained a priority when the school has undergone very many changes. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at St Mary's. This can be seen through pupils' responses to each other and to the notion of the common good in the world we live in. They actively and willingly become involved in a variety of activities supporting their community. This contributes to pupils' social, emotional and moral development. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and become the best they can be.

Opportunities for Prayer and Liturgy are good; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the opportunities offered e.g., the celebration of Mass and other liturgies.

The quality of curriculum RE is developing and pupils are provided with appropriate learning opportunities to deepen their faith, to understand Catholic traditions and practices, and they make progress in their learning. Pupils enjoy their RE lessons and some aspects of the curriculum are good. Clear action plans are in place to raise attainment and achievement is improving.

Work undertaken with staff on improving teacher's subject knowledge is beginning to have an impact on the delivery of curriculum RE. They are well supported in terms of professional development. The curriculum is being developed to meet the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take account of the '*Fit for Mission? Schools*' guidance.

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

To improve further the school needs to:

- Improve outcomes for all pupils by:
  - Continuing to focus on teaching and learning in RE to enable pupils to attain standards at least in line with those expected nationally.
  - Embedding the pupil tracking system to focus more sharply on the progress of individuals and groups.
  - Ensuring that the quality of teaching across school is consistent in planning, pace and differentiation.
- Further develop the curriculum in terms of links with the wider community. This would give pupils a greater understanding of national and global issues and help prepare them for life in modern Britain whilst enhancing their understanding of justice and the common good.
- Celebrate successes by:
  - Continuing to involve parents, governors, staff and pupils in evaluating the impact of good prayer and liturgical opportunities that are impacting positively on the Catholic Life of the school.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- 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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The Catholic life is a strength of St Mary's School. Pupils make a good contribution to the Catholic Life of the school and greatly benefit from it. Gospel values permeate school life and pupils are helped to grow in faith, to make the most of their abilities and to become the best that they can be. They are at the heart of an embedded culture of care and concern promoted by leaders, managers and the staff team. Despite many changes in personnel over the past few years this ethos has remained constant. Pupils' behaviour is exemplary and they are polite and considerate to each other: the school's positive behaviour policy emphasises personal responsibility. This practice is rooted in a culture of praise, respect, choices and rewards. It encourages forgiveness and reconciliation and leads to good spiritual, moral, social and cultural development.

Despite the fact that there are low numbers of Catholic pupils in the school all pupils are proud of their beliefs: they are reflective and respectful of those with beliefs different to their own. They are aware of the needs of other people and seek to support others through assemblies and fund raising. Pupil behaviour is excellent and a strong pastoral team supports vulnerable children and their families. This is underpinned by good spiritual, moral, social and cultural development. Pupils treat others with respect and acknowledge that their behaviour always has consequences. There is an atmosphere of reconciliation where pupils learn to forgive and start each day afresh, recognising good in everyone as they grow together in faith and love to serve the community. One Y6 pupil stated that "we are not afraid to say sorry!" here.

Governors and school leaders are committed to the Church's mission in education as expressed in the '*Fit for Mission? Schools*' document. Governors make a significant contribution to the Catholic Life of the school and, whilst some are relatively new to the governing body, they possess the wealth of experience needed to drive the school forward. Governors are committed to their school and able to challenge as well as to support where necessary: they are involved in monitoring and evaluating the Catholic Life of the school. Continued professional development is having a positive effect on both prayer and liturgy and on curriculum RE. The staff meet regularly to share ideas and plans and to moderate pupils' work. All staff are supported in developing the Catholic Life of the school and have had training from a diocesan leading Catholic RE advisor

on a regular basis. Governors, clergy, school leaders and support staff ensure that the Prayer and Liturgy of the Catholic church are central to the life of the school and are a key part of every school celebration. They have worked together to ensure this through times of change. They plan the school calendar around the liturgical seasons and feasts, bringing them to life and deepening pupils' knowledge and understanding of them. For example, on the day of the inspection an outstanding display of the Stations of the Cross, where each station had been designed and made in 3D by individual classes and also by parishioners and office staff, placed in the hall, was visited by the parish priest, members of the parish community, pupils and staff; prayer was led by all stakeholders through the course of the day.

All pupils are assisted and supported in their prayer life and they are becoming confident in preparing and leading communal prayers. Pupils enjoy school Masses and liturgies and make good use of the prayer room. They appreciate being given time to pray, to celebrate and to reflect. During the inspection pupils spontaneously took an inspector to the prayer room and explained in detail the STOP acronym which supports pupils in their meditation and prayer. Themes for prayer and liturgy are chosen by pupils and these show a good understanding of the Church's mission and include the spiritual aspirations of all pupils, for example inspirational people, creation, treasures and saints.

The quality of provision for the Catholic Life of the school is good. St Mary's is a welcoming, friendly community with a family ethos where everyone is given the opportunity to grow in faith and to use their individual gifts in order to flourish as children of God. The school is a harmonious community, focused on responding to the fundamental needs of the human person in terms of spiritual, intellectual, physical, emotional and social growth. There is an expression of the relationship between faith and action where pupils are encouraged to understand that the Catholic community is one of love and forgiveness, welcome and celebration, tolerance and care for all in our world. Prayer and liturgy is central to the life of the school and resources are used well to achieve the priorities set.

Staff set good examples, are proud of their school and work well together although some are not yet well-established. There are positive relationships with the priest, parishioners, catechists, parents, governors, staff and pupils that everyone works hard to develop. The school has worked closely with successive parish priests since the last inspection to prepare pupils, with catechists, for the sacraments of Reconciliation and Eucharist. The present parish priest is a regular and welcome visitor to the school, encouraging and supporting the Masses that are planned for, and celebrated on Holy Days and other special times in the school year. The school engages well with the local community, ensuring that pupils respect and understand the feeling of belonging. It develops and expresses its ecclesial dimension through partnership with the family of parishes and in cluster work with other schools. The RE Improvement Plan includes an intention to develop more links with the wider community, in terms of visits and visitors from other Catholic and wider faith communities and to further establish the global understanding aspects of Catholic responsibility.

## 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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The majority of pupils enjoy RE, they speak confidently about their RE lessons and have a positive attitude towards their learning. On entry to Foundation Stage, baseline assessment of children shows that most have little knowledge or understanding of the Catholic faith, or of its traditions. However, they make good progress through both foundation stage and key stage 1 and enter key stage 2 generally with their understanding in line with national expectations. This good progress is maintained in key stage 2 so that by the end of the key stage most pupils' attainment in RE is in line with national expectations.

Leadership and management of the RE curriculum is well organised. Despite significant changes in leadership the school has effected notable improvement. Governors and school leaders are dedicated to raising attainment and have high expectations of pupils. The RE subject leader and head teacher provide valuable support to staff and together with the RE governor have conducted a range of monitoring activities relating to provision and outcomes in RE. The RE governor has been instrumental in ensuring that standards have been maintained during the periods of change. Assessment and tracking systems are now in place with a focus on tracking groups of learners: this now needs to be embedded. There are no significant differences between groups of learners, such as Catholic pupils, those of no faith and those of other faiths: all make expected progress. Disadvantaged pupils are making as much progress as others and the school is focusing on raising the attainment of the more able pupils and pupils with special educational needs to improve outcomes for all groups. Governors have a good understanding of attainment and progress in RE through termly curriculum meetings and regular visits to the school and to individual classes.

The quality of teaching and learning observed during the inspection was generally good and good use is being made of experienced support staff to enhance opportunities for learning. Teachers have developed sound subject knowledge which contributes to the pupils' progress as learners through recent professional development opportunities and the support of the head teacher and the subject leader. The evaluation of planning and lesson observations carried out by senior leaders is clearly having a positive impact on improving the quality of teaching and learning. As a result, pupils concentrate in lessons, are eager to learn and are beginning to achieve well. Where good quality marking is evident, the progress of pupils is enhanced as comments encourage pupils to

further their learning. This good practice now needs to be consistently implemented across the school, with pupils given clear targets for improvement and time to respond to teachers' comments.

Governors and school leaders are committed to the school's Catholic mission and to its place in Religious Education. The delivery of curriculum RE takes account of the Catholic Curriculum Directory and the diocesan document '*Fit for Mission? Schools*' and provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. By using a variety of strategies teachers ensure that all pupils are able to make progress. 'The Way, The Truth and the Life' is the core RE scheme and more work now needs to take place on supplementing this with a range of other teaching and learning activities to add breadth and balance to the curriculum. There is a good variety of resources for RE and teachers use them well to provide a stimulating learning environment; these include displays in the hall, in classes and around the school and are of a good standard. In addition, the introduction of the prayer room has provided a positive impact on the knowledge and understanding of all learners as well as good opportunities for spiritual and moral development.

Plans are in place to provide more opportunities to deepen pupil's understanding of differing cultural and faith practices and these could be extended. For example, pupils could celebrate their varying faith practices and link with communities that share faith and cultures different from their own. This would also enhance teachers' knowledge of faith and cultural practice.

Communication with parents is improving; newsletters inform parents of topics to be covered in RE so that support can be given from home. Parents appreciate the work of the school, as shown in the parents' questionnaires submitted to the diocese for the inspection. Almost all state that their children are happy in school and that they are made to feel welcome.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>2</b>
<b>Catholic Life</b>	<b>2</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>2</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>2</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>2</b>
<b>Religious Education</b>	
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Religious Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>