



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St. Wulstan's & St. Edmund's Catholic
Primary School**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

St. Wulstan's & St. Edmund's Catholic Primary School & Nursery

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School URN:

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Headteacher:

Mrs J Barnes

Chair of Governors:

Mr S McLaughlin

Lead Inspector:

Mia Barlow

Team Inspector:

Helen Moreton

Date of Inspection:

27th February 2019

INFORMATION ABOUT THE SCHOOL

The school serves children and families living in Fleetwood. The two schools' of St. Wulstan's & St. Edmund's amalgamated in 2004 and consolidated onto one site in 2006. The school has undergone a period of turbulence regarding senior leaders. Since the last inspection the long serving Deputy Headteacher, who was RE subject leader, has retired. The following year the Headteacher left after serving only three years. Governors were unable to appoint a substantive Catholic Headteacher and so an Associate Headteacher was appointed initially for a term, however she stayed at the school for a full year. After further interviews, the governors were still not able to appoint a Catholic Headteacher and so a second Associate Headteacher led the school for a further year before the current new Catholic Headteacher was appointed. As no Catholic Headteachers were available for secondment, both Associate Headteachers were from Church of England schools. In addition, the RE subject leader has been off on maternity leave and only returned to school during the summer term 2018.

The new headteacher has been in post since September 2018. School numbers have fallen since the last inspection with 277 on roll + 10 Nursery. There are 45 children on the SEN register and 18% of pupils are in receipt pupil premium.

PUPILS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	36	41	39	43	44	44	277
Catholics on roll	18	21	17	23	23	24	20	146
Other Christian denomination	7	8	9	10	16	15	17	82
Other faith background	1	0	1	0	0	1	0	3
No religious affiliation	4	7	14	6	4	4	7	46
No of learners from ethnic groups	3	0	1	2	1	1	2	10
Total on SEN Register	6	3	7	8	9	4	8	45
Total with Statements of SEN	0	1	0	1	0	1	2	5

Exclusions in last academic year	Permanent	0	Fixed term	14
Index of multiple deprivation	D			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Wulstan's & St Edmund's	125
St. Mary's	17
Parishes in Thornton	4

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	

STAFFING	
Full-time teachers	11
Part-time teachers	3
Total full-time equivalent (FTE)	12.8
Classroom Support assistants	16
Percentage of Catholic teachers FTE	73%
Number of teachers teaching RE	14
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	45
Number of classes	11
Average class size KS	26
Average class size KS	29

EXPENDITURE (£)	Last financial year 2017/18	Current financial year 2018/19	Next financial year 2019/20
Total expenditure on teaching and learning resources	58,075	58,655	Not yet set
RE Curriculum allowance from above	1800	2100	
English Curriculum allowance from above	2000	2000	
Total CPD budget	8365	5500	
RE allocation for CPD	384	1000	

How the school has developed since the last inspection
<ul style="list-style-type: none"> • The quality of marking and feedback has improved across the school through the consistent use of 'next steps' marking and questions to set additional challenge. • Assessment has developed to use ongoing class work rather than relying on end of unit assessments. • The curriculum has recently been developed to provide more focused learning objectives and consistency in assessment across the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

3

KEY FINDINGS

St. Wulstan and St. Edmund's is a rapidly improving Catholic school with many strengths - including the Catholic Life of the school. The school has experienced turbulent times over the last two years as there has not been a permanent head in place. A permanent head has now been in post since September 2018. There have been rapid improvements throughout this time. The staff and governors are justifiably proud of all that has been achieved recently. There is a very strong sense of team and clear commitment, dedication and vision are evident across the school. The strong relationship between the school and Parish community is appreciated by staff, children and governors. Pupils describe their school as an "exciting, welcoming, Catholic, caring community." Parents are highly supportive of the school and regard the 'family community feel' as a great strength of the school.

The Catholic Life of the school has been maintained throughout the period of instability. Staff, governors including the Parish Priest, and the associate headteachers worked hard to ensure that the Catholic ethos and prayer and liturgy remained a priority. This has been further developed and is a strength of the school. The headteacher talks passionately about the importance of Christ being at the centre and reflected in all areas of the school. This view is echoed by staff and governors. Pupils wear their badges with pride and speak with confidence about what it means to be part of a Catholic school. They report that they are welcoming to everyone and work together as a team. They talk about their school mission statement as something that is not just displayed on the wall but is lived out in school. Even very young children talk about the importance of caring for others – "Jesus says that we should treat others as we would like to be treated ourselves."

The lack of permanent senior leaders, key staff absence and other pressures on the school has had an impact on standards in Religious Education which have been below national expectations in recent years. Whilst there is insufficient evidence to demonstrate progress over a longer period of time, there is clear evidence in pupils' books to show that standards are rapidly improving with many children now reaching age related expectations. Sustaining this would result in children making good progress and achieving well in Religious Education.

CAPACITY FOR SUSTAINED IMPROVEMENT

The capacity for sustained improvement is outstanding. Senior leaders and management have put robust action plans in place which have already led to rapid improvements.

Staff and governors are highly motivated to continue the recent improvements and are driven to ensure the best for all their pupils. In the words of the subject leader – they have a “vision for greatness.” The cohesive nature of the whole school team, the expertise of leaders, along with the commitment they have to the pupils, means that they are well placed to sustain improvement. Staff, governors and parents all spoke highly of the impact that the new headteacher has already had in such a short space of time.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure good progress and achievement in Religious Education by:
 - Developing pupil tracking systems in school.
 - Using the tracking to identify any cohorts, groups or individual who are not making good or better progress and putting intervention plans in place.
- Ensure that pupils are challenged to achieve the best they can by:
 - Sustaining the consistency of high quality teaching.
 - Setting challenging targets for pupils and monitoring progress against these targets.
- Continue to develop prayer and liturgy by:
 - Sustaining recent improvements in consistency.
 - Further developing pupil involvement in planning and leading a variety of prayer and liturgy activities, with older children taking increasing responsibility across the school.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- 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

2

2

2

Pupils make good contributions to the Catholic Life of the school and benefit from it. They enthusiastically take on additional responsibilities such as house captains, altar servers, buddies, lunch time servers and being part of the Mini Vinnies group. Nurtured within the Catholic ethos of the school, pupils are considerate towards each other and are keen to take action to ensure that everyone is treated equally. They show a good understanding of what it means to be part of a Catholic school family. Pupils report that they 'are kind to people like Jesus was and we follow in His footsteps,' They understand the significance their actions can have on others and can talk about how 'as God's children we touch the lives of others.' Pupils talk confidently about the many fundraising opportunities they have supported including McMillan Cancer Care, RNLI, Millie's Trust and 'Tin Tuesday' for the Parish food bank.

Pupils show high levels of reverence and respect during times of prayer and liturgy. This begins in the Foundation Stage where children take part in class prayer and liturgy and can relate this to their own lives for example talking about how they can be Good Samaritans. In Key Stage 1 children are involved in choosing artefacts, prayers and hymns for times of prayer and are able to contribute to creating a spiritual atmosphere with respect and reverence. As pupils progress through the school they begin to take on more leadership for prayer and liturgy. Older pupils lead class worship, exploring themes through scripture passages and reflecting on what it means to them.

Leaders and managers are totally committed to the mission of the school. A culture of care and concern is promoted by leaders and managers and together, they provide good role models for staff and pupils alike. Parents speak warmly about the family like, welcoming atmosphere in the school. The headteacher, senior leaders and governors are passionate about developing the Catholic Life of the school. They are committed to ensuring that prayer life is embedded into the life of the school. There is a good range of formal and informal opportunities for staff and pupils to engage in prayer. Liturgical seasons are celebrated throughout the year and the headteacher leads a weekly prayer and liturgy linked to the Church season and the gospel of the week. Gospel values permeate school life and pupils are helped to grow in faith. Leaders have identified prayer and liturgy as something they would like to develop even further

and progress can already be seen. Whilst there is monitoring of the Catholic Life of the school, this now needs to be evidenced with more rigour over a sustained period of time, to ensure that governors are able to set priorities for development and celebrate successes.

Governors are very involved in the Catholic Life of the school. They support class Masses, Eucharistic Adoration, sacramental preparation and Sunday Mass. They also value the support of school in the wider community with initiatives such as Mini-Vinnies, sponsored events and letter writing to pensioners in the parish. Governors take a very active role in school – visiting classes, helping on trips, taking part in boys reading projects and supporting class Masses. There are very strong links between the Parish and the school - described as a 'seamless garment.' The contribution, support and challenge provide by the Parish Priest is greatly valued by school leaders.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- 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

2

3

3

Pupils report that they enjoy Religious Education and this was evident in lessons observed on the day of the inspection. Children in the Early Years Foundation Stage show great interest in religious artefacts and speak confidently using religious vocabulary. Pupils in Key Stage 1 engage well in lessons and can speak about how they can 'affect others through their thoughts, actions and words.' They understand the importance of forgiveness and can relate this to the teachings of Jesus. In a lesson observed in upper Key Stage 2 pupils were engaged, confident and responded well to challenges to extend their learning. They are developing strong subject knowledge. Religious vocabulary is used confidently and age appropriately across the school. Whilst attainment in recent years has been below expectations in Religious Education, the quality of work in pupils' books is good and shows that many children are working at age related expectations. This shows rapid improvement in attainment and confirms the effectiveness of the new leadership team. The school now has a tracking system in place and is able to demonstrate good progress over the last term. It is clear the school will use this to analyse progress of cohorts, groups and individuals and set challenging targets for pupils.

Current action plans show that leaders and managers have a good understanding of strengths and areas for development. Self-evaluation is a strength of the leadership team and is accurate, reflective and purposeful. Governors have a good understanding of school priorities for developing Religious Education and are highly involved in reviewing progress. Governors and school leaders work closely together as a team offering both support and challenge. Recent changes to the curriculum and assessment led by the headteacher and subject leader have been embraced by teaching staff and are already having great impact. Analysis of recent monitoring carried out by the school leadership team provides a firm basis for celebrating improvements and identifying areas of improvement. Staff are well supported by the subject leader, headteacher and each other. Guided by school leaders, they learn from each other and with each other. Staff appreciate the positive feedback they receive but also welcome the challenge and support they receive to develop teaching and learning further. As a consequence of this outcomes for pupils are improving rapidly.

The Religious Education curriculum has been reviewed and adapted by the leadership team to develop provision for the children. Teaching is now clearly focused and expectations are high. Pupil books and conversations with the pupils show there is consistency of quality teaching in Religious Education. Assessment and teaching are now much more closely interlinked and this is contributing to improved outcomes. The curriculum meets the needs of the children and the requirements of the Bishops' conference. There are examples of innovative teaching. Continuous provision in the Early Years provides a wealth of opportunities for children to develop religious vocabulary and deepen their understanding in an age appropriate way. Strong subject knowledge across the key stages enables staff to inspire children to ask and answer questions without being afraid of getting it wrong. One pupil explained that "they are not afraid to challenge themselves because they feel safe to do so in our school."

There is a real drive for improvement in Religious Education that is shared across staff and governors. The capacity for improvement is outstanding. Given a little more time to demonstrate sustained good progress and attainment in Religious Education, St. Wulstan's and St. Edmund's school will be able to show and celebrate how far they have come in such a short space of time in their "journey to greatness."

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	3
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	3
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	3	3	3