

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St. Wulstan's and St. Edmund's Catholic
Primary School

Address: Poulton Road, FLEETWOOD, Lancashire.
FY7 7JY

Telephone Number: 01253 874785

Email address: enquiries@st-wulstans.lancs.sch.uk

School URN: 119624

Head teacher: Mr. Richard Sanderson

Chair of Governors: Mr. S. Hartley

Section 48 Inspector: Mrs. Angela Pye

Date of Inspection: 02 April 2014

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 Wulstan's and St Edmund's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school serves the parish of St Wulstan and St Edmund in Fleetwood. It is a larger than average sized primary school. The school, originally built in the 1930's, benefited from an extensive refurbishment project last year. There are 319 pupils on roll making it slightly over-subscribed and 50% of pupils are baptised Catholics. The percentage of pupils in receipt of free school meals is higher than it has been in the past and also slightly above the national average. The vast majority of pupils are of white, British heritage. The number of pupils with learning difficulties and/or disabilities is slightly lower than the national average. Each year the vast majority of pupils transfer to Cardinal Allen Catholic High School, Fleetwood.

FACTUAL INFORMATION

Pupil Catchment:

| | |
|--|-----|
| Number of pupils on roll: | 367 |
| Planned Admission Number of Pupils: | 45 |
| Percentage of pupils baptised Catholics | 58% |
| Percentage of pupils from other Christian denominations: | 39% |
| Percentage of pupils from other faith backgrounds: | 3% |
| Percentage of pupils with no religious affiliation: | 15% |
| Percentage of pupils from ethnic groups: | 3% |
| Percentage of pupils with special needs: | 14% |

Staffing

| | |
|-----------------------------------|-----|
| Full-time teachers: | 13 |
| Part-time teachers: | 4 |
| Percentage of Catholic teachers: | 65% |
| Percentage of teachers with CCRS: | 29% |

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% | | |

Parish served by the school:

St Wulstan's and St Edmund's

Overall Effectiveness

2

Capacity for sustained improvement

2

MAIN FINDINGS

St Wulstan's and St Edmund's Catholic Primary School is a good Catholic school characterised by its warm, welcoming atmosphere. The inclusive, family feel of the school greets you on entry. There is a purposeful, well ordered working atmosphere about the school. Staff and pupil relationships are good and children are valued and appreciated; the development of the whole child is a priority. Presently, pupils' attainment is variable across and between key stages. Leaders and managers are aware of this and are taking steps to ensure greater consistency in teaching, learning and pupils' progress. Pupils contribute well to the Catholic Life of the school and it enriches their education. Fundraising efforts by pupils show their awareness of the needs of others. Pupils enjoy Collective Worship; they like to take a lead role and act with reverence and respect during prayer times.

The quality of leadership and management are good. The Governing Body, although inexperienced, work hard to improve their capacity to serve the school. The head teacher's main focus is on bringing about improvements in standards for the pupils. The Religious Education acting subject leaders show determination and commitment to enhancing curriculum RE and the Catholic Life of the school. The absent subject leader is equally enthusiastic about her role and is a source of support and encouragement for staff. Senior leaders have a good grasp of strengths and areas for development and, alongside the head teacher, make an effective team. The school works well with a range of outside agencies which enhance the educational provision within.

The quality of provision is good. Teaching and learning in RE is satisfactory overall with good elements. Monitoring and evaluation of the curriculum is robust and the school knows what it needs to do to improve. The RE curriculum provided by the school meets the needs of pupils and is in line with Bishops' Conference requirements with respect to the time allocated to it. Collective Worship enhances the Catholic Life of the school. Pupils enjoy Collective Worship and are keen to lead prayer in class. Pupils are respectful and reverent during prayer times.

Capacity for sustained improvement

The school's capacity for sustained improvement is good. Leaders and managers have a clear vision for the school. There is an enthusiasm and determination about the staff to serve the children, their parents and the parish community to the best of their ability. School self-evaluation is largely accurate and thorough. The governors are extremely committed to supporting Catholic education and the school community. The school has made improvements this academic year in provision for curriculum RE and outcomes for pupils reflect this. As recent improvements embed to become standard practice, pupils' attainment and

progress will continue to benefit. The scene is set for the school to greet future opportunities with energy and enthusiasm.

What the school needs to do to improve further

Improve the quality of learning in curriculum RE in order to raise standards of attainment and progress by:

- Developing the use of 'next step' marking and response time. These are presently used across the school but the quality and effectiveness are variable.
- Continuing to improve outcomes for all pupils in RE, particularly for the more able.
- Developing the use of class work as a means of assessing pupils' attainment, so that both formative and summative assessments inform judgments.
- Allowing pupils the time for self and peer assessment. The majority of pupils are dependent on their class teachers' assessment of their work before they know how good it is but this initiative would help them to develop the necessary skills to become independent learners.

PUPILS

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

| |
|---|
| 3 |
|---|

Pupils enter Saint Wulstan's and St. Edmund's with attainment below national expectations in RE. From a measured baseline that clearly indicates low attainment on entry, the pupils progress well, and attainment at the end of the Early Years Foundation Stage is at expected levels generally and higher in some aspects of Attainment Target (AT) 1. Pupils begin Key Stage 1 with expected levels of attainment. Standards in the last academic year at the end of this stage key were good; in the current year the good attainment is even stronger. However, monitoring evidence shows that attainment and progress in Key Stage 2 slow a little but remain within expected standards. The profile of attainment and progress are more variable across year groups in Key Stage 2 and do not maintain the good standards reached at the end of Key Stage 1. The school is well aware of the need to improve attainment and progress in RE in Key Stage 2. In interviews pupils confirmed that they enjoy curriculum RE and are eager to progress and to improve.

A lesson observation completed in upper Key Stage 2 challenged pupils' abilities to empathise with key religious characters. The lesson focused on the Last Supper and used drama to set the scene. The teacher used well-structured questions to help pupils to consider motives and feelings and reach conclusions independently. The class teacher devised activities to meet pupils' different

abilities; a teaching assistant provided additional support for those with learning needs.

The majority of pupils contribute to the Catholic Life of the school and benefit greatly from it. Pupils respond well to opportunities to live out their faith and support initiatives and fundraising in the parish and in the wider community. They described supporting CAFOD, Brian House and the SVP Society through 'tin Tuesday'. Pupils are conscious of the needs of the local community and will often instigate fund raising ventures themselves. At their own request pupils are presently collecting milk bottle tops in order to obtain a motorised wheelchair for a local child in another school. The use of 'Restorative Approaches' develops pupils' abilities to show forgiveness and empathise with others.

During pupil interviews they showed themselves to be secure in their beliefs and eager to discuss their views. They have an age appropriate understanding of global issues through the wider curriculum, school links and their charitable work. They show concern for the environment and have earned a bronze Eco Schools Award.

Pupils response to, and participation in, Collective Worship are judged to be good by the school and inspection confirms this. Prayer is clearly central to the life of the school. It provides a range of formal and informal opportunities for pupils to engage in prayer and worship. Pupils spoke warmly of weekly visits to the Lady Chapel. They enjoy the input from the parish priest, Father Alf, who plays an important role in their spiritual formation and in actively supporting prayer and liturgy across the school.

Pupils have a good understanding of what worship is and are respectful and reverent when praying. They have an understanding of the liturgical year and celebrate major feasts appropriately. During inspection a KS1 class teacher modelled a worship activity which used the Stations of the Cross to explore how Jesus showed love. Pupils could name Veronica, Mary, Simon of Cyrene, the women of Jerusalem and the soldiers as recipients of Jesus' love and forgiveness. KS2 pupils led an act of worship with the theme of healing. Pupils used a reading from the New Testament, a short drama, prayer and a hymn to support their peers in reflection. Pupils enjoy planning their own acts of worship and are eager to do this. Collective Worship has a positive impact on the spiritual and moral development of pupils.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic Life of the School

| |
|----------|
| 2 |
|----------|

Leaders and managers promote the Catholic Life of the school well. They judge their own efforts in this area as satisfactory but inspection found it to be good. RE and the Catholic Life of the school are a continuing focus. Evaluating pupils' progress, well-being, the quality of teaching and learning and staff training is a priority. The subject leader regularly attends Diocesan in-service training and all staff show commitment to, and an awareness and understanding of, the school's Catholic mission. The absence of the RE subject leader in recent months has

been a loss to the school. Her enthusiasm and expertise have been a source of support for many years. Two acting subject leaders have continued to monitor and evaluate provision and to implement planned improvements. The head teacher has a clear view of RE curricular provision and a deep commitment to supporting the school's Catholic mission. The parish priest provides strong support for staff, pupils and families. He believes that the school is playing a vital role in both education and catechesis. He is confident that the school supports the mission of the church. "A Catholic ethos is in this school.....it is a joy to be part of the school."

Monitoring and evaluation of the provision for RE is satisfactory. The school is in the process of developing a rigorous tracking system that charts attainment and progress from Y1 to Y6; this has already begun to show improvements. The head teacher described this development as "embryonic". The use of both formative and summative assessments would increase effectiveness even further.

The Governing Body is relatively inexperienced but is a willing team who are committed to bringing about improvement. They understand their role of providing challenge and support for the school and fulfil their statutory and canonical duties in full. Governors willingly give their time to observe RE, worship, to discuss their role with the children and to attend training sessions. A review of strengths and areas for development has taken place and an action plan produced. The governing body receive regular reports from the head teacher and subject leaders that give them a good understanding of attainment and progress in curriculum RE

Leaders effectively develop partnerships with other providers and organisations. The school/parish relationship is a great strength. The school engages in a range of partnership activities with local Catholic schools, the Diocese and other local organisations to provide opportunities which enable pupils and staff to enjoy, achieve and develop well. The support provided by one of the Local Leaders of Diocesan Education is highly valued by the school as they strive to bring about improvements.

Leaders and managers promote community cohesion extremely well. The school works hard to engender a common vision and sense of belonging. Hard to reach families are encouraged to engage with the school through the support of the Family Learning Mentor. The pupils know that everyone is valued equally. They know right from wrong and understand that there are consequences for unacceptable behaviour. RE, Collective Worship and the wider curriculum provide effectively for pupils' spiritual, moral, social and cultural development.

The vast majority of parents are satisfied with the information that they receive regarding teaching and learning in RE and believe that the school keeps them well informed of their children's progress. Responses to parents' questionnaires clearly stated that they are well satisfied with the quality of education and care that the school provides. One parent summed this up when they said, "I do believe that they have changed my daughter's life for the better with their fun attitude to learning."

PROVISION

How effective the provision is for Catholic Education

2

Teaching and learning in RE is satisfactory overall with good elements. When the quality of learning and progress are consistently good across the school it will enhance pupils' attainment and progress. Pupils enjoy RE and can give examples of previous learning that they found memorable. Pupils' RE work demonstrates the use of a range of different learning styles to engage the concentration, motivation and application of pupils. In a lesson observed in upper Key Stage 2 during inspection, the majority of pupils were interested, attentive and settled well to task. They considered the thoughts and feelings of Jesus and the apostles during the Last Supper. This challenged pupils and moved their learning on. The quality of written marking in all pupils' RE books across the school was informative and acknowledged learning and progress. However, teachers use 'next step' marking and response time with variable success. Where teachers gave sufficient time to pupils to improve their work following marking, good improvements were evident.

Regular assessment of pupils' work provides a clear picture of how well pupils are achieving. Analysis of the attainment of specific groups of pupils within classes quickly highlights any variation in attainment. Pupils know how well they are doing and older learners are aware of what the next steps in their learning should be. To ensure that pupils' learning progresses at a good pace, senior leaders set individual targets. Termly internal moderation of pupils' work is helping to develop consistency in standards across the school and improve class teachers' expertise in assessing pupils' work.

The RE curriculum provided by the school meets the needs of pupils and is in line with Bishops' Conference requirements with respect to the time allocated to it. The Curriculum Directory guides the content of teaching and learning, and the Levels of Attainment provide the assessment criteria used by the school. Teachers meet the learning needs of all pupils through a well-designed curriculum which uses a range of teaching materials to ensure breadth and balance.

During inspection pupils demonstrated clear social and moral development and could relate how RE teaching influenced their past actions. For example, a Year 2 pupil was able to draw an age appropriate parallel between the story of Jesus curing the blind beggar, Bartimaeus, and how he ought to be helpful to other children.

The quality of Collective Worship provided by the school is variable, but good overall. The liturgical year and current RE themes provide a good variety of prayer experiences to enhance pupils' spiritual development. Staff and pupils pray together often and prayer is central to the life of the school.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

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

| | |
|--|----------|
| Overall effectiveness | 2 |
| The school's capacity for sustained improvement | 2 |
| PUPILS How good outcomes are for pupils, taking particular account of variations between different groups | 3 |
| • how well do pupils achieve and enjoy their learning in Religious Education? | 3 |
| ❖ the quality of pupils' learning and their progress | 3 |
| ❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress | 3 |
| ❖ pupils' attainment in RE | 3 |
| • to what extent do pupils contribute to and benefit from the Catholic Life of the school? | 2 |
| • how well do pupils respond to and participate in the school's Collective Worship? | 2 |
| LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic Life of the School? | 2 |
| • 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? | 2 |
| • how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils? | 3 |
| • 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? | 2 |
| • how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being? | 2 |
| • how effectively leaders and managers promote Community Cohesion? | 2 |
| PROVISION How effective is the provision for Catholic Education? | 2 |
| • the quality of teaching and purposeful learning in Religious Education. | 2/3 |
| • the effectiveness of assessment and academic guidance in Religious Education. | 3 |
| • the extent to which Religious Education curriculum meets pupils' needs. | 2 |
| • the quality of Collective Worship provided by the school. | 2 |