

Catholic Schools Inspectorate inspection report for

St Catherine's Catholic Primary School

URN: 119585

Carried out on behalf of the Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: 29 and 30 November 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

2

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school.....

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Fully

Summary of key findings

What the school does well

- The headteacher and all school leaders have a clear vision for St Catherine's Catholic Primary School.
- St Catherine's has very strong leadership from the headteacher and deputy headteacher driven to bring about excellent outcomes for this community.
- The Early Years provision is particularly strong in teaching and in leadership of prayer.
- School and parish links are becoming much stronger.
- The school environment bears witness to the Catholic character of St Catherine's.

What the school needs to improve:

- Senior leaders should encourage all teaching staff to achieve the Catholic Certificate in Religious Studies or its equivalent.
- In religious education, skilled questioning, adapted learning strategies and diagnostic marking should be consistently developed to challenge all pupils.
- Establish a process whereby classes have opportunities to attend church for Mass and other liturgies to further develop their spiritual development within the context of the parish and more specifically the sacraments.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

As you enter St Catherine's, there is an immediate sense of welcome and belonging. The Catholic culture is evident in the planned environment and the atmosphere lived by staff and pupils. The mission statement, 'Love God, work hard, be kind', is at the heart of the school community. All work hard to embrace the Catholic faith for what it offers for the flourishing of all. It is a community where pride and family shines brightly. There is respect for those of other faiths. The Cafod and Eco clubs evidence the pupils' desire to serve others and care for our common home. This is evidenced by the generosity of pupils in food bank donations and support for Syria and Ukraine. Pupils are not yet aware of but are beginning to respond to the demands of Catholic Social Teaching. Pupils considered why Mary Seacole was less well-known than Florence Nightingale and others studied what it means to be Black and British and the dignity of the human person. Pupils feel valued and the 'shiny' awards demonstrate their willingness to work hard and be kind. Pupils show respect for each other, observed during an impromptu guitar performance and by children's actions throughout school. A parent said, 'Christ is at the centre of our school family.'

The school environment celebrates its Catholic character. This was a conscious decision by the senior leaders. It is welcoming of all school members, especially those most vulnerable. The love and support of staff for each other and the pupils is visible. St Catherine's has a clear focus on its support for all, advanced through the roles of the special educational needs coordinator, the family support worker and an emotional literacy support assistant. Staff supervision is an essential part of support. Staff appreciate that they are beginning to receive support for their wellbeing. The school is aware of the importance of welcoming others from various cultures

and beliefs traditions. Consequently, they seek ways to support others through developing appropriate prayer spaces. Those staff who are not Catholic are supportive of the school's Catholic life and mission and embrace all that the school does. The reviewed Mission Statement has engaged all members of the community. Relationships, health and sex education provision meets archdiocesan and statutory requirements and celebrates a holistic vision of the human person.

The mission statement's review has been at the centre of the school's work, driven by the headteacher and deputy headteacher, supported by the parish priest and governors. Milestones have been achieved, working together with the whole staff, pupils' and families to make the Catholic life and mission the heart of the school. Governors are involved in their strategic support for St Catherine's through regular review and observation. The school engages in development with the archdiocese and other schools in the area benefit from the headteacher serving as a schools' improvement partner. Parish links have developed to nurture the practice of faith in sacramental preparation and in the rhythm of the liturgical year. Staff recognise an increasing closeness between school and church. They are keen to give pupils further church experiences. Leaders see school at the service of the Church and work to ensure a flourishing partnership. Links are made with the Society of St Vincent De Paul to support those in need. Catholic Social Teaching is witnessed to by the school's use of resources to support those in need, such as the uniform exchange and the adoption of the living wage. The dignity of all is respected through supervision arrangements for staff, a focus on workload and listening to the voices of all. St Catherine's provides a Catholic curriculum and opportunities are sought to see learning through the lens of faith.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils enjoy their Religious Education lessons, and their work is of a good standard and mostly well presented. Scripture is at the heart of learning as is its application to the life of the believer. There is evidence in books, that pupils can give examples of how they are living out their faith and they are beginning to understand how they should use the talents God has given them. Pupils behaviour in lessons is very good, with the majority on task and actively engaged in their learning. Pupils learn in a safe environment and are confident to take risks. In one lesson a pupil stated, 'I don't know, yet!' demonstrating their resilience and metacognition. This is a positive! Regarding feedback, in some year groups, marking does not always inform how they can improve. However, there is evidence in books that pupils' achievement is in line with other core subjects. Subject knowledge of teachers is good which is evidenced as pupils share their often-mature reflections on the subject matter. In some classes it permeates into skilful questioning. Pupils were observed giving strong responses to questioning, explaining their thoughts and opinions. In some lessons, however, it can be basic. On occasions it is expanded upon by the class teacher rather than the pupils. Where there is evidence of good questioning, it is adapted, re-focused and challenges pupils to further explanation. Pupils enjoy discussing their learning and can articulate their knowledge using age-appropriate specialist vocabulary. Year 2 pupils shared how they could act to be the light for others and the youngest pupils experienced 'wow' moments. School is confident that moderated data shows that pupils are achieving well.

Overall, teaching across school is good and clearly valued. Some lessons observed were very strong. Teachers have a good understanding of how pupils learn. In-class support is engaging and ensures pupils who have special educational needs and disabilities are effectively

supported at their level. This support is effective for all learners, including recording key vocabulary to support learning. Planning is well structured and meets the needs of pupils. Resources are used effectively. In one class, pupils were observed using information technology to reinforce knowledge about the candles on the Advent wreath. The range of ways work is presented engages pupils. Pupils are given time to reflect on their learning and share how they have developed their ideas though in some classes, this could be done more frequently.

Religious Education, as the core subject, shares parity with other core subjects in terms of resourcing, staffing and accommodation. Consideration could be given to the timing of lessons for each class. Governors have a good understanding of standards through various monitoring activities. The subject leader has a passionate vision for teaching and learning and a good level of expertise. She uses this effectively. The professional development of staff is offered to all. Religious education meets the needs of different groups of pupils. Self-evaluation for Religious Education is evident through close monitoring and analysis by all leaders. Consideration should be given to measuring its impact. The whole school would benefit from consideration given to all teachers to achieve the Catholic Certificate in Religious Studies or its equivalent.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

Prayer is central to school life at St Catherine's. Planned opportunities allow for individual, class and whole school prayer and pupils across school participate consciously and actively in acts of prayer. As appropriate to their age and capacity, pupils understand different ways to pray within the Catholic tradition and increasingly use scripture, silence, reflection, symbols and music to enhance their engagement. A noteworthy point is the way individual pupils bow reverently to the Word of God once they have read aloud in class liturgy. Pupils are willing to undertake liturgical ministries and are developing their understanding of the liturgical year. A parent noted, 'The school has a strong Catholic ethos, and this is evident in the work they do and the way my child speaks about prayer when he comes home.' While another said, 'The children live out the mission of 'Love God, Work hard, Be kind'. They are encouraged to live out the Gospel values in their daily lives.' This is evident in prayer and liturgy.

The daily prayer life of the school community has been enhanced by strong prayer and liturgy routines through focused training in school and with support from the archdiocese. The use of space in classrooms is well considered and focus is given to prayer spaces for communal worship. The creation of a small chapel has encouraged and allowed pupils to take a moment for personal prayer and indeed highlights the pre-eminence of the pupils' relationship with God in their school life. Prayer at home is encouraged. An example of this is the class Travelling Nativity Pack used by all classes. This focus on a prayerful relationship with God is further advanced through the regular involvement of the parish priest in the weekly life of the school. Staff and pupils create a calm, prayerful atmosphere. Resources such as candles, scripture, natural artefacts and pictures support this and the Friday assembly has become a more prayerful event for the whole school community. One parent commented, 'Collective Worship

is prayerful, and parents are invited to attend each Friday. This is reflective and a joy to be part of.' This affection is echoed by the staff.

It is evident that the headteacher and deputy headteacher maintain the prayer life of school as a priority. Clear routines have been set and the expectation is for all to engage appropriately in communal prayer each day. Training has taken place to develop individual teachers' skills in both understanding and leading prayer. The four-fold structure to liturgies is evident at all times with scripture holding the pride of place. Leaders model good practice in prayer and it is particularly impressive to note that a weekly liturgy is led by the headteacher for staff before the school day. Inspectors agree that, 'the senior leaders recognise their role in the spiritual nourishment of staff', as stated in the school's Catholic self-evaluation document. Governors are mindful of their role as guardians of the school's Catholic life and mission, and specifically within Prayer and Liturgy are actively conscious of the need to evaluate its ongoing provision. They personally listen to the views of pupils regarding their prayer. The school would benefit further from leaders use their monitoring programme to provide planned improvement.

Information about the school

Full name of school	St Catherine's Catholic Primary School
School unique reference number (URN)	119585
Full postal address of the school	Moss Lane, Leyland, Preston, Lancashire, PR25 4SJ
School phone number	01772 423767
Name of head teacher or principal	Mr Simon Lawman
Chair of governing board	Mrs Eileen McNamara
School Website	www.st-catherines.lancs.sch.uk
Multi-academy trust or company (if applicable)	Not Applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Archdiocese of Liverpool
Gender of pupils	Mixed
Date of last denominational inspection	9 February 2016
Previous denominational inspection grade	Good

The inspection team

Mr Alan Saunders	Lead inspector
Mrs Joanne Farrimond	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement