



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. CHAD'S CATHOLIC PRIMARY SCHOOL

#### CHORLEY

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Inspection Date                      Tuesday 23<sup>rd</sup> April 2013

Inspectors                                Miss Julie Lockett   Mrs Mary Kearsley

Unique Reference Number        119679

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School                        Catholic Primary

Age range of pupils                5-11

Number on roll                        137

Chair of Governors                Mrs Jane Hart

Headteacher                         Mrs Catherine Coyle

School address                        South Hill,  
Blackburn Road,  
Whittle-le-Woods,  
Chorley,  
Lancashire,  
PR6 8LL.

Telephone number                 01257 264480

E-mail address                        head@st-chads.lancs.sch.uk

Date of last inspection             16 September 2008

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Chad's school is a smaller than average sized Catholic Primary School situated in a rural area of Chorley, Lancashire. The school serves the parish of St Chad's.
- There are 137 of children on roll of whom 112 are baptised Catholic, 25 come from other Christian denominations.
- There are 7 teachers of whom 7 teach Religious Education and 3 have a suitable qualification in Religious Education. 5 teachers are baptised Catholic.
- Since the last inspection there is a new Chair of Governors and Religious Education Co-ordinator.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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## Overall effectiveness:

St Chad's Catholic Primary School is an outstanding school in providing Catholic Education.

## Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. The pupils feel that they are encouraged to live out their mission.
- Pupils were fully involved in creating their own motto, '*Sharing, caring and learning together through Christ.*'
- Pupils feel that they are encouraged to live out their mission. They see themselves as examples of Scripture, commenting, '*We are the disciples of Jesus.*' This is shown by the way they treat adults who care for them in school and how they treat one another.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are actively involved in developing the Catholic character of the school.
- Pupils' behaviour is exceptional. They have a good sense of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- They are encouraged to show responsibility in the school e.g. through the school council, as playground buddies and house captains.
- Pupils are involved in service to the immediate neighbourhood served by the school, for example, by taking part in Sunday masses and sending out Harvest food parcels to those in need.
- Pupils show wider responsibilities through, for example, winning a 'Community Shield' for commitment to the community through sport. The choir has recently performed for 'Young Voices' at the Manchester Arena raising money for a variety of charities.
- There are a variety of fundraising events undertaken throughout the year. Money raised has benefitted charities such as, local homeless, Cancer Research, Fair Trade, Good Shepherd and the local Mountain Rescue charity.
- Pupils benefit from participation in away days and retreat activities. Older pupils attend a residential at 'Hothersall Lodge.' Pupils attend the Good Shepherd Mass each year at St Mary's Leyland in Liverpool and there are many educational day trips.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils show respect and understanding of other faiths and religions.
- Pupils at St Chad's praise and acknowledge the contribution of others, evident in their emphasis on weekly and end of year awards celebrations. They show a readiness to embrace and celebrate their lived experiences.

## How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage.
- Levels of attainment are used very well to group pupils according to ability, enabling assessment to inform planning.
- Standards of attainment can be further developed by using a context sheet when moderating to justify each level. This will strengthen future planning, pupil groupings and marking.
- Moderation for formal assessment tasks show pupils are achieving well. Strengthening the use of driver words to differentiate and challenge will continue to develop content for higher levels of attainment.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils engage in and enjoy their work. This is shown through their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They act with reverence and are keen to participate in a variety of gatherings.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the Scriptures.
- Pupils are becoming more confident in developing ways to prepare and lead worship.
- St Chad's has developed well in ensuring that pupils participate and lead worship according to their age and stage across the school. They are continually encouraged.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. Many pupils share their thoughts and prayers meaningfully with others.
- There are excellent routines embedded to encourage prayerful reflection in pupils.
- On the day of inspection in a Key Stage Collective Worship, one pupil greeted pupils gathered with, 'The Lord be with you' and children were invited to, 'sit with their prayerful hands.'
- Older pupils are encouraged to lead their Collective Worship in partnership with other adults. In a moving liturgy, pupils showed sensitivity and consideration of others. Pupils were outstanding in their maturity, being attentive, responsive and reverent throughout.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.

- The quality of teaching is good and on the day of inspection some of the lessons observed were outstanding.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- In lessons observed, embedded routines ensured effective teaching strategies and all pupils were engaged.
- Caring relationships are fostered in daily routines such as thoughtful additions to display work, allowing pupils to express themselves and explore their own learning.
- Use of prior knowledge is a strength throughout the school. In one outstanding lesson observed pupils were able to hold a mature persuasive question and answer session. Pupils explored their own challenging questions and were expertly guided in their prior knowledge.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. In another outstanding lesson observed, Scripture was made relevant and purposeful in a pre-filmed news clip. Pupils absorbed the message because of the creative teaching.
- In the Foundation Stage, themes are reinforced through appropriate continuous provision. There is evidence of how Religious Education is promoting and developing many early skills.
- Teaching Assistants and support workers provide outstanding care and support to pupils. They are deployed effectively and show great sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Good quality resources are used within lessons and teachers use a variety of Information Communication Technology to maximise learning.
- Pupils are given opportunities to discuss their work and assessment for learning was used effectively in some lessons observed.
- Effort and achievement at all stages of learning is celebrated.
- Pupils know how their work for Religious Education is affirmed, valued and praised by including their work in a quality Religious Education book kept as a focus for celebration.
- Planning is annotated and detailed, showing for example, parish and home links, excellent links to teachers' personal experiences, good evaluations and evidence of some meaningful *Rejoice* planners.
- Planning shows good differentiated tasks so that the work consolidates, builds and extends their knowledge and understanding. Developing use of the driver words in planning secure all levels of learning.
- Pupils are informed of their progress and how to improve both orally and at times through marking. Marking shows positive, affirming understanding of the learning focuses.
- Consistent developmental marking for Religious Education using the driver words will allow pupils the opportunity to evaluate their own work and further their learning.
- The school has good assessment strategies which provide detailed information on the achievement of all the pupils.
- The school tracks the achievement of all the pupils. Teachers are able to identify how well pupils are working.
- Information provided through assessment is used effectively in planning to group pupils according to ability, allowing for good collaborative work.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.

- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.
- The Religious Education curriculum provides excellent opportunities for pupils' spiritual, moral development and vocation.
- St Chad's seeks to provide a relevant curriculum linking Gospel values to everyday lives.
- Enrichment activities such as the wide variety of after school clubs for example, yoga, cookery and keyboards all have a positive impact on the curriculum.
- Pupils are encouraged to explore opinions of current news through a 'News' board encouraging freedom of speech.
- The school has forged many links to enrich pupil experiences, such as close links with another local school and a school in Uganda.
- Children have explored the beliefs and values of other faiths and religions. Judaism is taught each year along with another religion.
- Visitors are invited to explore their faith or religion with the pupils, helping to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- The school provides excellent opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Staff regularly take part in *Come and See For Yourself* reflections to explore Scripture.
- The teachers provide appropriate age related resources and opportunities to help pupils acquire the skills necessary to plan, lead and participate in Collective Worship.
- The school ensures that there are quality areas for worship. For example, the school hall has a special focus with colourful banners and areas in the school grounds provide awe and wonder for the pupils.
- Assembling a portfolio of Collective Worship examples would enable pupils and staff to evaluate and continue to develop their practice.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. For example, there a regular end of topic *Rejoice* celebrations and whole school Advent and Easter liturgies.
- Opportunities are provided for parents, carers and the local community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

## **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. It directs and guides every aspect of school life and is a useful tool by which the school can evaluate its effectiveness.
- The Headteacher lives out the mission of the school creating a happy, caring community, encouraging pupils and staff to develop their uniqueness. The parish priest expressed, '*Our head brings the best out of others.*'
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document is organised and managed excellently. It provides strong evidence of the schools monitoring, searching analysis and self challenge. It is a true reflection of the outstanding Catholic Life of the school.
- Analysis of the Self Evaluation Document provides a basis to celebrate the school's strengths and outlines areas for development. This is also provided in a detailed action plan.
- Governors have an outstanding knowledge of and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Governors have attended training regarding Ethos and Mission and Section 48 inspections.
- Regular updates are received from the Religious Education coordinator and Headteacher regarding the Catholic life of the school.
- Governors take pride in the schools' very close links with the parish. There are well established family links and traditionally generations of families are a part of the school and parish community.
- Governors welcome and are inclusive of the growing surrounding community and expressed, '*It is a family.*'
- The Parish priest visits school often and attends school liturgies and assemblies. He holds masses in church for liturgical occasions throughout the year and supports Religious Education topics.
- The Parish priest is fully supported by the school in the *With You Always* Sacramental programme. The Religious Education link governor is a main catechist for the programme in the parish.
- The school welcomes parish members to use the school facilities for various clubs and social groups.
- A before and after school club is run by 'Wheulton Nursery.' The staff support St Chad's own mission and are consistent in living out the same values.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- Pupils and staff know, own and live out their Mission Statement. There are positive relationships at every level within the school.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.

- The schools' spiritual and moral policy is comprehensive and is reflective of the outstanding relationships within the school.
- Opportunities for spiritual and moral developments are provided for staff by the Headteacher and through *Come and See for Yourself* reflections at the beginning of each theme. Pupils are invited to the local high school for regular retreat days.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. A comprehensive, up to date policy is in place, suiting the needs of the school.
- The Wednesday Word is regularly used within Collective Worship and is shared with parents.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgical liturgies. Parents are regularly invited to be a part of their child's *Rejoice* celebrations.
- There is an active parent, teacher association and a number of parents are regularly support reading within the school.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- The subject leader is outstanding in guiding Religious Education. She shows energy and commitment in her role and introduces new initiatives when appropriate. She is accurate in her review of strengths and areas for development for Religious Education and understands clearly how to drive the subject forward.
- Training and updates provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for all. Communication with the headteacher, staff, parents and governors is effective.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability and feeds into thorough action plans.
- The link governor for Religious Education has relevant up to date experience in Religious Education. She is very aware of the schools' standards. Regular meetings with the subject leader ensure a productive working partnership.
- Detailed documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Religious Education handbook reflects and suits the needs of the school. It guides and directs all staff in the delivery of the subject.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle. Appropriate feedback and support is given. Good and outstanding practice is highlighted and shared.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Achievement and effort at St Chad's is always celebrated.
- The subject leader is well aware of the detailed content needed for higher level assessment tasks and the school is continually working hard to challenge pupils and raise expectations.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.

- Religious Education is prominently placed within formal written reports to parents, detailing the progress of pupils. There are future plans to include pupil targets for Religious Education.

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

- Continue to develop attainment in Religious Education by:
  - using a context sheet when moderating to justify each level to strengthen future planning, pupil groupings and marking:
  - strengthening the use of driver words to differentiate and challenge pupils.
- Continue to improve the quality of Collective Worship provided by the school by:
  - assembling a portfolio of Collective Worship examples to enable pupils and staff to evaluate and continue to develop their practice.
- Continue to improve the quality of teaching and purposeful learning in Religious Education by:
  - developing the use of driver words in planning to secure all levels of learning:
  - consistently using developmental marking for Religious Education using the driver words to allow pupils the opportunity to further their learning.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

**Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate**