

St Lewis' Catholic Primary School

URN: 111368

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

01–02 May 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

1

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

Yes

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

Yes

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

Fully

2

What the school does well

- Pupils at St Lewis' are polite, happy and confident young people who know that they are loved and valued.
- All members of the St Lewis community understand and faithfully pursue their mission.
- Relationships are extremely positive at all levels whereby pupils, families, staff and governors care deeply about each other and their community.
- The teamwork, commitment and vision of the head teacher and governing body has been a driving force for continuous improvement over time.

What the school needs to improve

- Provide pupils with specific feedback in religious education so that all pupils understand how well they are doing and what they need to do to make further progress.

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- Ensure opportunities for pupils to question themselves and each other so that they are appropriately challenged, and learning, particularly for the more able, is deepened.
 - Include pupils in the school's evaluation process so that they formally contribute to, plan and lead aspects of Catholic life and prayer and liturgy.

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

Pupil outcomes

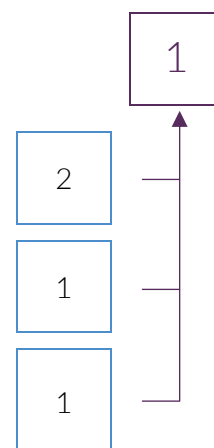
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



The St Lewis' mission, 'To belong, to believe, to become all we are meant to be – all in the footsteps of Christ,' is understood and lived out by the school community. Regular gatherings help pupils understand how to 'live' in the Lord's way and, appropriate to their age, they articulate their reasons why. One pupil told inspectors, *"Our mission asks us to be kind and helpful like Jesus, so that's what we do."* The planned half termly focus on the gospel values enables pupils to make links to scripture and deepen their understanding of how this can influence their actions. Pupils are happy, safe and secure, and know they are loved. They support those in need and there are many examples of how the school community supports others; for example, there has been a recent concerted effort to focus on helping several families who have moved into the area from Ukraine. Pupils told inspectors that they would welcome further opportunities to be leaders of their mission. They are ready and eager to take on their chaplaincy role to support Catholic life.

The mission is clear and understood. It is revisited, reviewed and made relevant during the weekly gatherings and during 'mission week' during the summer term. Staff are passionate about the school's work, and they highly value the priority placed on relationships. One member of staff commented that, *"The Catholic life of the school is lived out daily and is a real strength of the school. As a school all are welcomed and nurtured. It is a lovely place to be."* The head teacher is highly respected because she is an exemplary role model and committed example of the faith to others. She works hard with her staff team to ensure that the community is a strength and parents value this. In the recent survey, one parent said, *"St. Lewis' provides a wonderful, caring environment for our children to learn in."* Governors are overwhelmingly supportive and speak highly of the work that the school undertakes toward Catholic life and mission. Attendance at Mass helps to strengthen links and parishioners love to see the youngsters there. There is a real

sense of belonging in the school and pupils are kind and tolerant of one another, actively celebrating and embracing their differences. Relationships, sex and health education meets statutory requirements as pupils access an approved Archdiocesan programme.

Leaders and governors live out the St Lewis' mission at every opportunity. Governors are particularly passionate and complimentary about the work of the staff body who in their words *'work tirelessly'*. They praise their pupils who *'behave beautifully and act kindly and considerately towards others'*. Whilst leading religious education across the school, the head teacher actively participates, and often leads, the local cluster group ensuring that staff access relevant training and support. Governors wholeheartedly support her in this role as they do in her role as a registered Catholic school inspector. Parish links are a strength and staff and governors value the support of the parish priest who, despite his extensive workload, always makes time to visit the school and support the pupils and staff. Planned opportunities to attend Mass have had a positive impact on the way that the children are able to respond during times of worship. Well organised opportunities like *'Pick Up & Pray'*, ensure that the links between home and parish flourish. Leaders work hard to ensure there is an open welcome to parents and, in turn, parents value this, saying, *"The school has a strong community feel, with teachers and parents working closely together to support the children's development."*

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

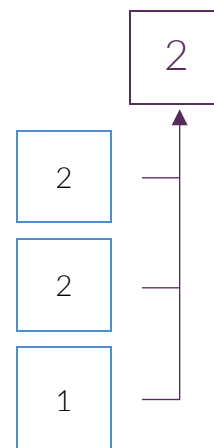
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils are eager to learn, concentrate well, are polite and well-mannered and do all that they are asked. The introduction of the new Religious Education Directory has been met with excitement and enthusiasm by staff and the younger pupils. This has invigorated the curriculum leading to high pupil engagement and a clearer focus on questioning to deepen their understanding. Different groups of pupils can confidently speak about their learning in religious education. However, they would benefit from concise instructions so that they clearly understand what it is they need to do to make further improvements. Pupils in key stage two would make even better progress in this area if they were invited to deepen their learning through targeted questioning from adults and themselves. Pupils produce work that is presented well and shows signs of creativity. They enjoy presenting their work in a variety of ways and positively shine when they are excited and enthused. Pupil behaviour in lessons is good. In the best lessons observed, there were examples of pupils using '*Think, Pair, Share*' to move the learning on. In those lessons, adults were observed ably supporting the needs of individual pupils.

Teachers at St Lewis' are confident and have good knowledge of religious education. They are well supported by the head teacher (in her role as subject lead), and by each other. All members of the teaching team welcome the open-door policy which encourages staff to share their questions as part of the planning process. Teachers recognise the impact of religious education on the spiritual and moral development of pupils and, regardless of their own faith experiences, they actively support the work of the school. Where strong practice was observed, and where it was appropriate to do so, teachers allocated time for reflection which enabled pupils to ponder and consider challenging concepts. Pupils are given the opportunity to present their work in a range of ways and consequently present their work well and are praised for their efforts. Progress would be even better if staff provided clear steps for improvement and appropriate

challenge so that all pupils understand what it is they need to focus on to make their work even better. Additional adults within the classroom are a welcome part of the team and they care about the pupils and teachers they serve.

The school is successfully embracing the opportunity to use the new Religious Education Directory across the early years and key stage one. In these year groups, resources are used adeptly to support the learning and to develop a deeper understanding of scripture. Across key stage two, staff continue to use Come & See. They are keenly anticipating continued professional development opportunities which have been prioritised by the head teacher and governors. Staff are complimentary about the targeted support they receive from leaders, and they also value each other's ongoing support. This ensures that planned support is having a positive impact on the quality of provision across the school. The head teacher manages the role of subject lead skilfully and has successfully moved the school on with passion, drive and commitment despite the range of obstacles faced over time. She is a highly valued member of the Warrington Cluster group and uses her knowledge, skills and expertise to support colleagues within the school and across the local area. Governors are analytic and reflective. They have managed the changing needs of the school with care, attention and an unwavering focus on the wellbeing of the head teacher and staff. The impact of the work they do would be further strengthened by formally including the wider staff body in the evaluation process.

Collective worship

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

Collective worship key judgement grade

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

1

2

Pupils at St Lewis' enjoy worshipping together. They appreciate time to reflect both in silence and in joyful song. They conduct themselves beautifully during dedicated prayer and liturgy. From the earliest age, pupils are taught how to pray effectively because adults ensure that the scene is purposefully set. This helps pupils to prepare their hearts and minds to listen to the Word of God. The youngest pupils participate in and develop their responses to prayer through skilful adult role modelling, which enables them to engage enthusiastically. Many pupils understand and clearly explain why they are using the resources chosen to exemplify their prayer and liturgy. However, pupils in all year groups would benefit from further planned opportunities to undertake liturgical ministries within their classrooms and across the school. Many of the older pupils understand how and why prayer influences their daily lives with one year six pupil commenting, *"Praying helps me to make the right choices and to act with kindness."*

The head teacher has worked tirelessly to ensure that prayer is central to the work of the school and, as a result pupils are well used to and eagerly participate in all aspects of prayer. School staff offer the pupils a range of ways in which to pray that are both contemporary and traditional. Pupils enjoy both and demonstrate fondness of their time spent in prayer. During the inspection, one pupil commented, *"Prayer time is calm and quiet and gives us time to reflect. I really enjoy this."* Staff are good role models for the pupils, and they are keen to develop their practice further. Additional planned opportunities to revisit, review and evaluate the structure and pattern of prayer and liturgy will ensure that staff continue to learn from each other. A beautiful outdoor area has been developed which pupils appreciate because they can use it during their free time. A more formal approach to the timetabling the use of this unique resource would benefit all pupils. There are strong links between the school and parish. The impact of the school's work is highly thought of amongst parishioners and other residents with many commenting with

genuine appreciation on the recent Easter Fayre, saying, *"St Lewis' is a beacon of light in our community."*

Leaders understand the different skills needed for pupils to fully participate in acts of worship. As the school is viewed as the living Church for many of its pupils, priority is rightly placed on planning a calendar of events which includes a celebration of holy days and feast days. Leaders, including governors, understand the changing context of the community and they have worked tirelessly to create an environment where all pupils, many of whom are not baptised Catholic, are able to reflect and participate in liturgy and prayer. The head teacher ably supports staff and the wider school community by ensuring development opportunities impact positively on provision and practice. Staff are good role models and are committed to the work of the school and each other. They ensure that they too liaise with the wider community to include them in the prayer life of the school through opportunities like Pick Up & Pray which encourages parents to observe and participate in prayer. Parents appreciate this saying, *"St Lewis' school has surpassed our expectations."* Early careers teachers and additional adults are guided by leaders ensuring that they receive high quality support which has a positive impact on their well-being and practice. One member of staff said of St Lewis', *"I feel like I am part of something very special and I have finally found a place where I belong."*

Information about the school

Full name of school	St Lewis' Catholic Primary School
School unique reference number (URN)	111368
School DfE Number (LAESTAB)	8773611
Full postal address of the school	St Lewis' Catholic Primary School, Mustard Lane, Croft, Warrington, WA3 7BD
School phone number	01925762268
Headteacher	Kathryn Berry
Chair of Governors	Maria McGarry
School Website	www.stlewiscroft.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	09/02/2016
Previous denominational inspection grade	Good

The inspection team

Rachael Tyler
Fiona Robinson

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