

# St Mary's Catholic Primary School

URN: 119676

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

29 February–01 March 2024

## Summary of Key Findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

3

### 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

3

### Collective worship (p.7)

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

3

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.

Partially

## What the school does well

- The pastoral care provided for the pupils at St Mary's is a strength.
- The pupils are extremely proud of the charitable work they are involved in, both nationally and locally.
- The engagement of the parents attending the weekly assembly enriches the celebration of faith and achievement.
- The pupils are polite and well mannered, eager to learn and want to succeed.

## What the school needs to improve

- Leaders and governors should seek support and guidance from local clusters and engage closely with the archdiocese to enable the school to make strategic and monitored progress specifically in religious education and prayer and liturgy.
- Produce an effective religious education curriculum that includes rigorous evaluation of provision and outcomes.
- The campus should reflect the school's Catholic life and mission.

## 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

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

3

2

The pupils at St. Mary's are respectful, polite and courteous and their relationships with one another project an ethos of compassion and acceptance. Pupils recognize the extent of kindness and the importance of the individual within this community. Most pupils understand the mission statement, and some can articulate how they live this out. They are proud to attend St Mary's and one pupil commented, "It is a safe place and teachers make it a safe place for everyone." They appreciate the care they are given, as well as recognising their own responsibilities of care for the common good. Pupils are delighted with the work they undertake in caring for the environment and the wider community and recognise that they are part of a bigger world. Whilst they do not explicitly reference this to Catholic social teaching, they speak with enthusiasm about the activities undertaken by the school including the charity work, eco work and contributions of worship leaders. Pupils can relate these examples to Jesus' ministry. One pupil said, "We have a lot, and some people don't have as much as us, so we raise money to support them." There are links to the wider community such as *Mary's Meals* as well as the local community projects including a foodbank.

The mission statement *Living and Learning Together in Faith* is currently being reviewed. The existing content is known and lived throughout the school. It supports the services that the school offers in the community. Staff are supportive and ensure that the mission reflects school life. All children and families are welcomed at St Mary's and the pupils' attitudes and behaviour illustrate Christ being at the centre of the school. One pupil stated, "We accept everyone no matter who you are, as we are all like Jesus." Good communication with parents is evident and they are proud to be part of this school. One parent stated that, "The school celebrates learning through their Catholic beliefs." Pastoral care is prioritised by the committed staff who describe the mission of the school as, "Providing a strong moral purpose to the service we give to our children." There is an established programme for personal, social and health education but the delivery of relationships, sex and health and education is inconsistent in its coverage of statutory requirements.

The development of the Catholic life and mission of the school currently needs continued strategic improvement to ensure impact. The school has a limited campus expression of its Catholic life and mission. Some classrooms do have creative focus materials that express faith in action. The school has links with the parish and the local church and appreciates the support provided by the parish priest. School leaders clearly value their mission in education, but self-evaluation requires ongoing development to ensure that an effective improvement plan is implemented, and that there are systems in place to ensure the efficiency of their work. Minutes of governors' meetings need to illustrate that governors have a clear understanding of the school's mission and are confident in holding leaders to account. Training needs to support the overall needs of the school, the staff and the governors.



## 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

3

#### Provision

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

3

#### Leadership

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

3

3

In religious education pupils demonstrate at least basic skills in knowledge and understanding but this requires further improvement to meet rates of progress required by the *Religious Education Directory* for all ages and stages. Pupils are positive about school and very willing to participate in their learning and this is reflected in their behaviour and their attitudes. However, teachers questioning is limited in some lessons which results in pupils being unclear about the learning outcomes and unable to reflect or think more deeply and theologically. This also produces a lack of motivation in some pupils. Too much time in lessons is spent on prior learning, which limits pupils' scope to work independently and be responsible for their own learning. The data indicates that the pupils in school are making the expected progress but the standard of work in some of the books does not support this. Although some pupils were able to speak confidently about their lessons, this was very limited, and they could not recall examples of lessons that were exciting and stimulating and could not use the correct religious terminology to explain what they had learnt. Some pupils reflect spiritually and theologically about the demands of religious commitment in everyday life and are given the opportunity through scripture to identify how this can occur.

In some lessons, teachers are confident in their subject knowledge and able to explain tasks clearly. However further development is needed so that this is consistent throughout the school. Other staff require the confidence to develop the knowledge and skills required for effective teaching. When speaking to the teachers, some found it challenging to articulate a clear understanding of their strengths and areas for development in the delivery of teaching and learning. Some of the pupils' work in books is well presented and reflects the marking policy, but this requires improvement in its overall consistency. Resources used in lessons are limited which in turn do not always provide for the differing needs of all pupils. Following discussions with teachers, they recognise that the quality of assessment requires improvement through training so that they can be secure in their judgements that attainment is in line with other core subjects.

Leaders and governors are not ensuring religious education is comparable with other core curriculum subjects in terms of whole school monitoring and resources. The curriculum for religious education does follow the requirements of the *Religious Education Directory*, however ongoing development is required. Leaders and governors need to ensure continued professional development in religious education. Governors need to challenge leaders sufficiently on the implementation of the religious education improvement plan. This does not currently have sufficient information to be able to effectively evaluate the quality of religious education through the school. The religious education leader has a vision for religious education and there is evidence of some measured progress. Support and guidance are required to align this with the whole school development and training plan.

## 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

3

#### Provision

The quality of collective worship provided by the school

3

#### Leadership

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

3

3

Pupils are not yet empowered with the confidence to plan and deliver prayer and liturgy. They speak positively about wanting to take a lead but there is little opportunity for them to do so. During whole school gatherings, pupils do reflect in silence, join in with communal prayer with confidence and sing joyfully and prayerfully. However, this is inconsistent within the whole school setting and requires further attention and training. Pupils have a limited understanding of how to participate in prayer and liturgy and although they recognise the importance of prayer in their lives, they do not have the opportunity to share this through their own planning. Pupils participate in daily prayer and explain how this happens in their classrooms. They struggle to articulate the liturgical year and how they can use different types of prayer in their own lives. Some pupils display some awareness of how prayer is linked to their own actions and experiences. There are pupils who understand how to prepare engaging prayerful experiences when given the opportunity to do so. Pupils speak with confidence about what they do when going forth after prayer and liturgy, so linking faith with action.

The school values pupils' talents and these are celebrated each Friday with parents in attendance. Scripture is used in lessons to allow pupils to engage with the Word, although they need to be given extended opportunities to share their thoughts and responses so that it is not

limiting their opportunities to reflecting alone. In whole school prayer and liturgy, the headteacher was able to model elements of this, but her example is not reflected across the school. Staff demonstrate varying levels of confidence and ability when delivering prayer and liturgy and require ongoing training. Some classrooms have prayer focus tables but the quality needs improvement. Prayer spaces around school are also limited. Prayer and liturgy themes are related only in part to current areas of study.

The policy on prayer and liturgy requires a review. Leaders and governors need to provide a strategy for continued professional development and for its monitoring and evaluation. They also need to coordinate the sharing of the good practice that does exist. The school celebrates significant times in the liturgical year, but these are not sufficiently planned for. School staff support the pupils during the celebrations of the sacraments at key times in the year, using appropriate parish links. Leaders, including governors need to ensure that the school budget allows opportunity for purchasing good quality prayer and liturgy resources.



## Information about the school

Full name of school	St Mary's Catholic Primary School
School unique reference number (URN)	119676
School DfE Number (LAESTAB)	8883792
Full postal address of the school	St Mary's Catholic Primary School, Wigan Road, Euxton, Chorley PR7 6JW
School phone number	01257 262049
Headteacher	Sue Noblet
<b>Chair of Governors</b>	Dave Tootell
School Website	<a href="http://www.euxton-st-marys.lancs.sch.uk">www.euxton-st-marys.lancs.sch.uk</a>
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	4-11
Gender of pupils	Mixed
Date of last denominational inspection	16 May 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Karl Landrum  
Clare Dwerryhouse

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