



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### SS. PETER AND PAUL'S CATHOLIC PRIMARY

### MAWDESLEY

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Inspection Date 20 October 2015  
Inspectors Mrs Marie Connolly Mr Andrew Cocker  
Unique Reference Number 119678  
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 4-11  
Number on roll 41  
Chair of Governors Mr Philip Dawson  
Headteacher Miss Patricia Coulthard  
School address Ridley Lane  
Mawdesley  
Lancashire  
L40 3PP  
Telephone number 01704 822216  
E-mail address head@mawdesleyrc.lancs.sch.uk  
Date of last inspection 24 November 2010

# 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

- SS Peter and Paul Catholic Primary school is a much smaller than average sized Catholic Primary School situated in Mawdesley, Lancashire and serves the parish of the same name. 35% of the pupils attending school belong to this parish, 64% belong to the neighbouring parish of St. Agnes, Eccleston. Falling numbers are impacting greatly on the funding available.
- There are 41 children on roll of whom 31 are baptised Catholic, 5 come from other Christian denominations, and there are 5 children who did not state a religious affiliation on admission forms.
- There are 3.5 teachers 3 of whom teach Religious Education. Two have a suitable qualification in Religious Education. All teachers are baptised Catholic.
- Since the last inspection a new Chair of Governors has been appointed. The parish priest is also a governor. He visits and supports the school when possible. The coordination of Religious Education is now undertaken by the headteacher. She teaches 2.5 days a week in class and also coordinates other core subjects.

### Key for inspection grades

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

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Further copies of this report are obtainable from the school.

## Overall effectiveness:

SS Peter and Paul's is a good 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 good.
- This school is an excellent example of a caring Christian family community. It has a real sense of service in sharing its mission.
- The Mission Statement is displayed all around the school and included in all relevant documentation. Pupils understand the part they play in the school's Mission from their earliest years. Evidence of how this is clearly lived out is displayed in a variety of ways in the school hall, in classrooms and around the school.
- All members of the school community including children need to review the Mission Statement. This will enable the statement itself to be better known and owned. The school is involved in its evaluation in a variety of contexts e.g. during assemblies. Pupils have a strong sense of belonging to the school community and a self belief that is deeply rooted in faith. They value and respect each other. Displays evidence this. The Christian family values contained are put into practice in innumerable ways daily.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. monitors and after school club membership e.g. gardening club. They are actively involved in developing the Catholic character of the school through membership of the choir, participation in Collective Worship, and services, fundraising and general decision making opportunities. Pupils are enthusiastic about their work. They are proud of their school and its achievements and the part they play in this.
- Pupils benefit from participation in away days and visits. These nurture different aspects of their spirituality and holistic development.
- A large percentage of children belong to the school choir. They show a real enthusiasm and enjoyment in their singing. They are very proud of having performed for Radio Lancashire.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. Strategies are in place that support this e.g. the 'Bee-haviours,' etc. Behaviour is truly outstanding.
- Children praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences. Throughout lessons they readily praise each other.
  - Pupils are involved in service to the local faith and religious communities. They take place in a number of liturgical activities e.g. Advent and Harvest. The school is trying to develop links with parents with young children further by offering opportunities for them to 'stay and play'. Children attend St Mary's Leyland for the 'Good Shepherd' service and sing at Carol services in church for parents, governors and parishioners. Children raise funds to support many local, national and international charities e.g. CAFOD, Nugent Care, Childline, the Poppy Appeal, the Philippines, the local food bank and soup kitchen. The school is also fundraising for a Kenyan boy 'James' and his family. Children spoke enthusiastically about this.
- They show respect and understanding of other faiths and religions.

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

- Pupils' achievement 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 some 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. They are supported well by some differentiation of tasks and additional support staff. Greater differentiation by task especially for the more able will help raise attainment higher.
- Analysis of assessments undertaken provides evidence of pupils generally attaining the appropriate level or above for their age and stage of development in each key stage. Completion of class and whole school tracking will show trends over a period of time. Using this information to differentiate future planning will raise attainment further.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. Some work of a high standard can be seen in workbooks especially at the end of Key Stage 2. 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. Work in workbooks provided examples of this. Challenging marking in workbooks must be responded to by pupils as this gives evidence of deeper thinking and understanding.
- The development of pupil's skills is enhanced by some creative practical tasks set in lessons and also some aspects of Collective Worship.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work well independently and collaboratively. Some creative tasks are provided to enable this and are to be seen in workbooks and photographic evidence. This should be developed further.
- Pupils are keen 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 good.
- They show interest, respond well and actively participate in Collective Worship in a variety of settings, e.g. harvest festival, carol and nativity service. Developing opportunities for greater participation in class acts of worship should be undertaken.
- Children act with reverence in liturgies, assemblies and Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures. Children are sometimes encouraged to deepen their understanding of scripture in class acts of worship by being given time to reflect and respond to the word more personally.
- They sing joyfully, sometimes with actions, reflect in silence and join in community prayers appropriately.
- The older children are becoming more confident preparing and leading worship.

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

- The quality of teaching and purposeful learning in Religious Education overall is good.

- It is generally effective in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate pupils. Those teachers without a suitable qualification in Religious Education are encouraged to undertake the *Catholic Certificate in Religious Studies*.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education e.g. the use of Information Communication Technology, music, DVD etc. Teachers need to take into greater account pupils' prior learning and provide more differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Some differentiation was observed on the day of inspection but as these are very small mixed age range classes it is vital that this is addressed both to support and challenge pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is generally made of time and resources including other adults and Information Communication Technology to maximise learning. Good use of ICT was observed on the day of inspection.
- Pupils are informed of their progress and how to improve both orally and through marking. This needs to be consistently more personalised throughout the school.
- Continuing the development of 'next steps' marking and use of the 'driver words will give refinement and rigour to this.
- A variety of strategies are employed that celebrate and affirm pupils' effort and achievement by teachers, peers, and the headteacher.
- The school has assessment strategies which provide information on the achievement of all the pupils. Records of attainment need to be more detailed and teachers use this information when planning differentiated tasks in future topics.
- Attainment information through trackers needs to be shared with governors.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers need to develop further pupils evaluation of their own work during plenary sessions. This has started by using the driver words. Asking teaching assistants to keep record of pupils' responses will support this even further.

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

- The extent to which the Religious Education Curriculum promotes pupil's learning requires improvement.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Teachers select the level of the programme they feel best meets the needs of children in their mixed age classes. This is difficult as there are up to 3 year groups contained in one class. The school 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. Planning needs to be developed further to take into account previous learning.
- Greater creativity in tasks set will enrich the learning experience of all e.g. by greater use of art, music, dance and ICT etc.
- The school implements new curriculum developments as appropriate.
- The Religious Education curriculum provides some good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum needs to be customised to meet the needs of all groups and individuals.

- Children have explored the beliefs and values of other faiths and religions. This helps 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 requires improvement.
- The Collective Worship provided reflects the Catholic character of the school and takes into account the faith backgrounds among the pupils.
- Whole school or key stage Collective Worship has a high profile and is central to the life of the school. Many important feasts and seasons are marked through worship throughout the year. Very good Rejoice assemblies take place regularly.
- Collective Worship plays a key part in meeting the spiritual needs of staff and pupils. Opportunities are sometimes provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. Their knowledge of different forms of prayer is developing. They are becoming more able to reflect silently in response to the Word.
- The class based Acts of Worship follow a fairly routine structure. Staff are generally responsible for leading Worship and sometimes involve pupils in its delivery. Little time has been spent on innovation and encouraging pupils' leadership. Whole school inservice needs to be provided to help staff ensure the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively are provided.
- Weekly themes need to be reintroduced to ensure variety.
- Good opportunities are provided for parents, carers, governors, the local and wider faith community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. This is greatly appreciated.

### **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 good 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.
- The Mission Statement: 'Within our school community we look after each other. We want everyone in our school to learn and grow in a happy, healthy, safe and loving place, following the way of Jesus' clearly expresses daily life at SS. Peter and Paul's.
- All who form part of the school community including children now need to review this statement to ensure it is known and owned.
- Staff and children are given opportunities to reflect on the many ways in which they are a loving Christian family. In this way the school evaluates its effectiveness.
- The Chair of Governors is a regular visitor to school. He is acutely aware of the difficult circumstances in which the school finds itself. He appreciates how hard this is for the headteacher and is supporting her throughout. The link governor for Religious Education and parish priest endeavour to support the headteacher and staff. Together they need to monitor and evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document and development plan provide evidence of the schools monitoring, analysis and self challenge. It provides a basis to celebrate the school's strengths and outlines some areas for development. The quality of the Self Evaluation Document is fair in indicating the schools strengths and vision for its Catholic life.

- Some opportunities for spiritual and moral developments are provided for staff and pupils e.g. use of the school grounds to promote awe and wonder.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the limited religious diversity within the school.
- Positive relationships at every level exist within the school.
- Parents are consulted and involved in a variety of ways in the life of the school e.g. services and assemblies. The school is constantly trying to encourage new membership to the school by such initiatives as 'stay and play'.

**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 require improvement 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.
- Monitoring data needs to be used effectively to evaluate the schools performance and plan for future improvements.
- A more rigorous programme for the monitoring and evaluation cycle needs to be implemented. Some monitoring of teaching and learning has taken place and appropriate feedback given. This is increasingly more difficult as the headteacher has taken on the role of subject leader since the last inspection. This is one of many subjects she is responsible for in addition to a 2.5 day teaching commitment. Support needs to be provided as necessary and good practice shared and celebrated.
- Documentation guides and directs all staff in the delivery of the subject. This is updated as necessary. New initiatives are introduced when appropriate.
- Continuing professional development opportunities need to be provided for all. Whole staff in-service to support the planning delivery marking and assessment of *Come and See* would greatly enhance provision.
- Collective Worship needs to be formally evaluated and in-service provided to support this area.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated and needs to be tracked by the subject leader and shared with governors and parents. Sharing the data on the schools tracking sheets over the next years with governors will give them a more accurate picture of the rise in attainment and more to celebrate!
- The Self Evaluation Document is adequate in identifying targets, timescales and lines of accountability. Improvement planning is limited because of the severe lack of funding for the purchasing of any staff development opportunities or new resources.
- Curriculum outlines and newsletters are provided for parents who have recently been consulted on various issues relating to Religious Education and the Catholic life of the school. The vast majority of responses are extremely positive.
- Achievement and effort are celebrated in many ways. Photographic evidence and folders help share the work undertaken by staff and children with parents, governors and the whole school community.

# What the school needs to do to improve further?

Provide whole staff in-service to improve the quality and consistency of teaching and further raise attainment.

- Monitor workbooks, planning and assessments to ensure;
  - differentiation of tasks for various ability groups, ensure differentiation follows evaluation and assessment;
  - plenary sessions at the end of lessons make use of driver words;
  - pupils are enabled to evaluate their own work- individual marking with the key focus on driver words and 'next steps';
  - attainment records are completed;
  - tracking of attainment and progress is shared with governors.
  
- Review the Mission Statement.
  
- Provide in-service to further develop the quality of Collective Worship provided by the school ensuring pupils are able to plan and deliver the elements appropriate to their age and stage of development.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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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	2
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	2

## **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	3
The quality of Collective Worship provided by the school	3

## **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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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