



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Mary's Catholic Primary School
Fleetwood**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	St Mary's Catholic Primary School
Address:	London Street, Fleetwood FY7 6EU
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School URN:	119623
Headteacher:	Mrs Ann Kowalska
Chair of Governors:	Mrs Sharon Jones
Lead Inspector:	Mrs Jacqueline Hampson
Team Inspector:	Mrs Mia Barlow
Date of Inspection:	2nd March 2020

INFORMATION ABOUT THE SCHOOL

St Mary's Catholic Primary School is a smaller than average sized primary school situated in Fleetwood in the Diocese of Lancaster. There are currently 148 pupils on roll of whom approximately 26% are baptised Catholic. This figure has dropped since the last inspection. Approximately 45% have no religious affiliation. This has risen since the last inspection.

The school mainly serves the parish of St Mary's Fleetwood, although approximately one quarter of pupils live in the parishes of St Wulstan and St Edmund's.

Most pupils are of White British heritage. A very small proportion of pupils have other faith backgrounds. Approximately one fifth of pupils are on the Special Educational Needs and Disabilities register.

Just over half of the teachers are of the Catholic faith. Three quarters of teachers have gained or are studying for the Catholic Certificate in Religious Studies (CCRS).

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	24	22	22	18	20	22	20	148
Catholics on roll	7	3	6	6	2	8	8	40
Other Christian denomination	4	4	9	4	6	8	5	40
Other faith background	2	0	0	0	0	0	0	2
No religious affiliation	11	15	7	8	12	6	7	66
No of learners from ethnic groups	6	2	3	3	2	3	1	20
Total on SEN Register	1	2	5	3	7	8	4	30
Total with Statements of SEN	0	0	0	0	0	1	0	1

Exclusions in last academic year	Permanent	0	Fixed term	8
Index of multiple deprivation	E*			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Mary's	108
St. Wulstan's and St. Edmunds	37

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	Continuous provision	Continuous provision/5	5	5	5	5	5	30 + EYFS
% of teaching time		25	25	20	20	20	20	

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	Continuous provision	Continuous provision/5	5	5	5	5	5	30 + EYFS
% of teaching time		25	25	20	20	20	20	

STAFFING	
Full-time teachers	6
Part-time teachers	1
Total full-time equivalent (FTE)	6.6
Classroom Support assistants	7
Percentage of Catholic teachers FTE	57%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	29%
Number of teachers currently undertaking CCRS	3
Chaplaincy staffing	0

ORGANISATION	
Published admission number	25
Number of classes	6
Average class size KS1	23
Average class size KS2	27

EXPENDITURE (£)	Last financial year 2018-19	Current financial year 2019-20	Next financial year 2020-21
Total expenditure on teaching and learning resources	£18,156.33	£15,830.35	£17,000
RE Curriculum allowance from above	£2527.99	£3767.00	£4,100
English Curriculum allowance from above	£1281.67	£2199.38	£2,500
Total CPD budget	£2527.99	£954.00	£2,800
RE allocation for CPD	£300.00	£780.00	£1,200

How the school has developed since the last inspection
<p>All aspects of improvement since the last inspection have been actioned: standards in curriculum RE are at least in line with expectations; pupil tracking now enables leaders to focus sharply on the progress of individuals and groups; the curriculum has been developed to enable pupils to develop a greater understanding of national and global issues.</p> <p>There is excellent capacity for improvement. The headteacher is an inspirational leader who has ensured rapid improvement in all aspects of school life. All staff work together to ensure good outcomes for pupils. There are excellent relationships in school.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

KEY FINDINGS

St Mary's is an outstanding Catholic school where the Mission Statement, 'Working together for the good of each other', guides the work of leaders and staff in this fully inclusive Catholic community. Christ is at the centre of the school community and gospel values permeate throughout.

Pupils benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, they enjoy the 'Posada' box and look forward to their turn so that they can look after the Holy Family figurines at home, complete the Posada diary and pray with their families. They actively support many fundraising activities and demonstrate an awareness of the relationship between faith and action.

Pupils hear the Word of God regularly and are provided with a range of prayer opportunities when they can pray together.

The Catholic identity of the school is very strong. Every classroom and shared space hosts stunning displays, which confirm to all those visiting school that Jesus is the ever-present teacher in every class.

Outcomes for pupils in curriculum RE are very good. Pupil RE workbooks are of a very high standard, reflecting their hard work and thoughtful approach to lessons. The standard of work across the whole school is very good. Teaching is at least good across the whole school and pupils are religiously literate.

A Family Learning Mentor provides vital support for some of the most vulnerable children and their families, supporting the school's inclusive ethos.

There is a wealth of professional development opportunities available for all staff. Governors are committed to ensuring that all staff are trained to deliver excellence for the pupils of St Mary's.

Parents are overwhelmingly supportive of the school. In addition to expressing satisfaction with the provision for Religious Education, they value the care and love shown to their children.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- Clarify the expectations for prayer and liturgy across all three key stages so that in all cases it is both catechetical and deeply spiritual.
- Fully implement the new assessment and tracking system, and ensure that the needs of all groups of pupils are identified and met.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

1

1

Inspection finds that the extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

Through their interactions with each other and with staff and visitors to school, pupils seek to demonstrate gospel values in action. Led by the example of all adults in the school, pupils treat each other with care and love, demonstrating an understanding of the importance of forgiveness.

Pupils speak very confidently about the ways in which they contribute to the Catholic life of the school. They enjoy going to church for their class Masses. They can discuss the parts of the Mass and recognise special times in the Church's year. Pupils across the whole school are aware that this is the 'Year of the Word'. They speak with confidence about charitable works, including supporting Aid to the Church in Need and Cafod.

Pupil participation in, and leadership of, the prayer and liturgical life of the school is excellent. Across the whole school, pupils have become skilled in leading their own prayer in class. Leaders recognise that this could be improved further by clarifying the expectations for prayer and liturgy across all three key stages, so that the content of prayer for all pupils is both catechetical and spiritual.

During inspection children in the Reception class were able to express that 'Jesus is the light of the world who shows us the way', as the teacher lit the candle.

They were able to put their hands together, make the Sign of the Cross and join in with the morning prayer. They listened carefully to Matthew's Gospel of the temptation of Christ and reflected on the season of Lent as a time to resist temptation. One pupil said, 'We have to trust in God'.

In the other key stages, pupils are calm and silent when gathering for prayer. They show reverence and respect when listening to scripture. They demonstrate a developing knowledge of the correct responses, such as 'The Gospel of the Lord – Praise to you Lord Jesus Christ'.

Older pupils plan and lead worship in their classes. The Year 6 pupils also take on

the responsibility of leading worship for younger pupils. They do this well, sharing scripture and encouraging moments of reflection.

Inspection finds that the leadership and management of the Catholic Life of the school are outstanding.

The headteacher has worked tirelessly since the previous inspection to ensure that there have been improvements in all aspects of school life. She is ably supported by the Deputy Headteacher and the RE Subject Leader. Together, as authentic witnesses to Christ, they have created a faith community where all staff are excellent role models for pupils, relationships are excellent and all children are loved and cared for.

School leaders are totally committed to the Church's mission in education and are a source of inspiration for the whole community. An example of this is the commitment of school leadership to funding the Catholic Certificate for Religious Studies (CCRS) for all staff, on a rolling programme.

Governors make a significant contribution to the Catholic Life of the school and are ready to challenge as well as support where necessary. They hold school leaders to account very effectively. Self-evaluation, improvement planning and monitoring and evaluation are rigorous and lead to continuous school improvement.

Governors are fully involved in the day to day life of the school, regularly joining staff and pupils for worship, the celebration of Mass and other liturgies. In addition to curriculum RE, they demonstrate an understanding of the progress the school has made towards implementing the Human Relationships and Sex Education (HRSE) Curriculum.

They ensure that Prayer and Liturgy are central to the life of the school and are a key part of every school celebration.

Leaders ensure there are very strong links with the parish community, the wider community and the Diocesan family of schools. These links impact greatly on the pupils and their families.

Inspection confirms the school's judgement that the quality of provision for the Catholic Life of the school is outstanding.

The learning environment is exemplary and very carefully planned. Children are immersed in scripture and gospel values wherever they go in school. This has created a calm and purposeful environment for all pupils to feel safe, to learn and to know about Jesus. Staff are truly aspirational for all children: the doorway to one classroom reads, 'The future of our world is in our classroom'.

The Prayer and Liturgy of the Catholic Church are given the highest profile in school. The liturgical seasons and feasts are celebrated and are integral to school life. Strong home links enable the prayer life to be extended beyond the school

day. For example, during Advent and Lent, small boxes are sent to each family, in turn, so that scripture and prayers can be shared. Pupils and their families are encouraged to write in the diary, as the box journeys round the school community.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1

1

1

Pupils report that they 'love RE' and that they enjoy learning in RE lessons. This was certainly evident in lessons observed on the day of the inspection.

Pupils in Key Stage One engage well in lessons and speak confidently using religious vocabulary. They are highly motivated by the variety of learning opportunities and are developing a good knowledge of scripture. They understand the importance of forgiveness and are able to relate this to their own lives. They are able to retell how Jesus called the first disciples and explain why they chose to follow him. Even the youngest children in Key Stage One can name the four Gospel writers.

Pupils in upper Key Stage Two make good use of bibles to support their learning. They describe Jesus in many ways: the light of the world, our saviour, our guide and truly God and truly man. They are able to make strong links between scripture and how they are called to act. They speak with confidence and passion.

Pupils' books and other evidence show that their work is consistently of a high standard across the school and that expectations are high. Tracking of pupil progress is robust and provides further evidence of good progress and attainment. Children start school well below age related expectations in RE. They make good progress in the Early Years Foundation Stage (EYFS) and this continues throughout key stage one. By the time pupils enter Key Stage Two, many pupils' attainment is in line with age related expectations. Rapid progress throughout Key Stage Two means that by the end of Year 6 the vast majority of pupils are achieving national expectations, with some exceeding them.

School leaders along with the governors have a clear vision and ensure that this is shared with all staff. Monitoring of the quality of the curriculum and the quality of teaching is highly effective. Development plans in RE, show a continuous drive for excellence. Monitoring of teaching and learning has a positive impact on learning and is used to inform development plans, professional development and identify areas to be celebrated or improved. Staff report that they feel well supported by the subject leader and other senior leaders.

Governors are well informed and speak with confidence and knowledge about pupil progress in RE. They have a good understanding of teaching and learning in RE across the school including identifying areas or cohorts where progress is most rapid. Self-evaluation carried out by senior leaders and governors is rigorous, highly reflective and leads to well targeted strategic action. RE is placed at the centre of the school curriculum and this is reflected in the engaging learning environment. Governors and school leaders work closely together as a team offering both support and challenge. The leadership and management of RE is a great strength of the school.

Following national guidelines, new assessment criteria has been introduced for curriculum RE. Although this is still relatively new to the school, senior leaders are highly focused on making sure this has a positive impact. Assessment strategies and moderation procedures have been put in place to ensure it is not just coverage that is tracked but that the focus is on attainment and progress of cohorts, groups and individuals. As data is collected each term, senior leaders will use this to set targets for individuals and groups to ensure all learning needs are met.

The subject leader has worked with passion and dedication to ensure that the curriculum meets the needs of all the pupils and is engaging and challenging. The delivery of curriculum RE meets all the requirements of the Religious Education Curriculum Directory and Fit for Mission. Excellent subject knowledge and skilled use of questioning enhance teaching and learning across the school. Teaching is often imaginative and is consistently effective in engaging pupils. A wealth of resources used creatively add to the delivery of the curriculum. Opportunities for 'Godly play' are well developed for younger children. Support staff make a positive contribution to teaching and learning and ensure that all pupils are able to access learning. Marking and feedback between teachers, other adults and pupils is consistently of a high standard and helps pupils to understand how to improve their work.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	1	1	1	1