

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St Francis Catholic Primary School

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School URN: 119633

Headteacher: Mrs Janet Wilkinson

Chair of Governors: Mr Duncan Fishwick

Section 48 Inspector: Mrs Adrienne Delaney

Date of Inspection: Friday, 14th December 2012

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Francis' School is a smaller than average sized school situated in the rural area of Goosnargh, outside Preston. St Francis' educates pupils from a widespread area, including local pupils and those from the city of Preston.

Most pupils are of white British heritage. The number of pupils with English as an additional language (EAL) is low in comparison to the national average. The percentage of SEND pupils is high compared to the national average.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	84
Planned Admission Number of Pupils:	15
Percentage of pupils baptised Catholics:	90%
Percentage of pupils from other Christian denominations:	7%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	2%
Percentage of pupils from ethnic groups:	1%
Percentage of pupils with special needs:	19%

Staffing

Full-time teachers:	5
Part-time teachers:	0
Percentage of Catholic teachers:	100%
Percentage of teachers with CCRS:	40%

Percentage of learning time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parish served by the school:

St Francis

Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

St Francis is an outstanding and inclusive school. It is well led by a committed head teacher who has high expectations of all the school community and its positive Catholic ethos results in well- behaved, polite pupils. Pupils’ spiritual and moral development is given high priority. The vision that the head teacher has for the school is shared by committed governors and staff. Excellent relationships are evident and these are helping to build a harmonious and inclusive community. Areas for improvement since the last inspection have now been acted upon and adequate procedures are in place. The school’s capacity for sustained improvement is outstanding.

Children are happy to come to St Francis’ and they demonstrate pride in their school, which results in positive attitudes to learning. Progress across the school is good with improvement evident during the past three years. Attainment overall is good with baseline assessments on entry being below the expected standard in RE. Pupils are well supported in their learning and additional support is deployed effectively. More able pupils are sufficiently challenged and the high proportion of pupils with SEND is progressing well. The school offers pupils many opportunities to contribute to the Catholic life of the school. Pupils show interest in the spiritual and moral values of others and respond in a caring manner to those in need. They show confidence and independence in preparing prayer and acts of worship.

The school provides an outstanding Catholic education for pupils. Teaching is good and teachers have excellent subject knowledge. Marking shows positive comments and there is advice for pupils as to how to improve their work. Assessment and monitoring systems are in place and have a positive impact on individual pupil progress. The RE curriculum is good with many additional resources being used to enhance it. The quality of Collective Worship is outstanding with children taking ownership for preparation and delivery.

The headteacher and the RE subject leader have a clear vision for RE and for the Catholic life of St Francis’ school. Teaching and learning are monitored well and tracking systems have been developed to improve outcomes, and the impact of these is analysed. The quality of self evaluation is good. The headteacher is aware of her professional development need and those of her staff. Governors are committed to

discharging their responsibilities well and are eager to both challenge and to support the school. Partnerships with other providers and organisations have been established and are promoting Catholic learning. Pupils are developing the sense of belonging to a wider community and the understanding of the common good.

Capacity for sustained improvement

The school's capacity for sustained improvement is outstanding. Clear and accurate self evaluation has led to governors, managers, teachers and support staff working in school to demonstrate a clear understanding of areas for development.

What the school needs to do to improve further

Continue to raise standards in Religious Education by:

- Ensuring that all pupils know their targets so that they are challenged in RE.
- Continuing to provide opportunities for pupils to to understand the faith and cultural backgrounds of people in other communities.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

Pupils speak with enthusiasm about RE lessons and have positive attitudes towards their learning. A Key Stage 2 pupil spoke about his work in RE being of the 'right standard'. Their knowledge, skills and understanding are developing well according to their age and capability. Assessment data, tracking systems, lesson monitoring and work scrutiny are all evidence of pupils' continuous improvement. Records also show that from low starting points, pupils make very good progress through the Foundation Stage and Key Stages 1 and 2. However, pupils in Key Stage 2 would benefit from having clearly explained targets in RE so as to challenge them further. Pupils who have special educational needs or disabilities (SEND) and those who enter school at times other than the normal intake are making good progress, as their needs are accurately identified and support is adapted to meet these needs. Pupils have a developing sense of religious literacy and standards are broadly in line with those expected.

Parents' replies to the inspection questionnaire show that they are satisfied with their children's progress in RE.

Pupils are making an outstanding contribution to the Catholic life of the school and derive benefit from it. The older pupils are willing to take on extra responsibilities and pupils can articulate how the mission of the school helps to make them better people. One pupil said 'We learn how to care here.' We know that we have to pay the proper price for what we buy. That is fair trade'. Pupils show interest in the religious life of others and respect for religious objects in school, although their knowledge of other faith practice is still at an emerging stage. They understand the importance of key celebrations during the liturgical year and respond well to Eucharistic and other liturgies. They are considerate and respond to the needs of others in school and the local and wider community. Pupils understand the need for forgiveness and have a good understanding of right and wrong. One pupil talked about happy playtimes where 'we all play together and no-one is ever left out'.

Response to and participation in Collective Worship is outstanding; pupils are reverent and eager to contribute to prayer and liturgies. They demonstrate good understanding of different forms of prayer and are eager to take part in and to lead prayer and liturgy. They do this with confidence and enthusiasm. Pupils have an excellent understanding of the religious feasts and seasons and in the use of scripture, religious artefacts and also in using ICT. Pupils are able to speak with confidence about the Year of Faith and how it has deepened their knowledge of the Old Testament and of their celebration of Mass.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The school's leadership and management promote the Catholic life of the school well. The governors, head teacher and staff give the Catholic mission of the school priority and pupils' moral and spiritual development is at the heart of school improvement. The commitment and drive of the headteacher inspires the school community. Accurate and regular self evaluation at all levels within St Francis lead to rigorous monitoring, analysis and self-challenge. The headteacher, together with RE subject leader, have put plans in place to ensure that outcomes have a positive impact on teaching, learning, progress and standards. She has high expectations of staff and pupils in school and ensures that staff training is of a high quality. Plans are in place to effect continuous improvement, as is evidenced by improving results.

Governors challenge and support the Catholic life of the school effectively. They state that they wish to be active in planning for continuous improvement. The parish priest is a regular visitor to the school,

supporting staff, parents and pupils. Governors uphold all their statutory and canonical duties, fulfilling their responsibilities as questioner and supporter of the head teacher. They understand the school's performance in RE and know what needs to take place in order to maintain continuous improvement. The additional *Every Child Matters* meetings with governors ensure that they are well informed and put the development of the whole child at the centre of their work. Governors are supportive of leaders and staff at St Francis'. They are actively involved in the school community and have positive relationships with pupils and staff.

Leaders and managers have developed effective partnerships with other providers and services to promote Catholic learning and pupil well being. The school participates in an extensive range of partnership activities that make a positive impact on achievement and well-being in the school. They work with CAFOD and the Global Education service to ensure that pupils are aware of issues such as poverty and of the importance of fair trade. St Francis' School works well with other Catholic and community schools, the parish and the local community, to provide good learning opportunities for the pupils to enjoy.

The promotion of community cohesion in St Francis is good. The school is a strong inclusive community where there is a sense of belonging and respect for others. The pastoral system ensures that pupils are cared for and know that they seek help when needed. One Y6 pupil spoke particularly about his brother who has disabilities being looked after by 'everyone in our caring school.' Pupils are beginning to have an understanding of global issues and the notion of the common good. They would, however, benefit from further opportunities to learn about other faith practices, particularly those with whom we have a shared tradition.

PROVISION

How effective the provision is for Catholic Education

1

The quality of teaching and learning in RE is outstanding. In lessons observed questioning techniques were employed very well by the teacher, clear explanations were given and sound use was made of resources, including ICT; this ensured that progress was made. These have a significant impact on the raising of standards. The subject knowledge of teachers is good and there are plans for continued professional development in the subject. Planning for the different needs of pupils and provision of challenging tasks are becoming embedded.

The school's assessment and monitoring procedures are outstanding: they give a clear and accurate picture of pupil progress and attainment. Tracking progress in RE is an integral part of the school's tracking system and is contributing to an effective target setting process. Teachers are using information accurately to set targets for improvement, although not all children questioned could talk about their individual targets. Pupils are able to state what they need to do in order to improve and speak with confidence about the marking system. As a Key Stage 2 pupil explained 'teachers are using different coloured pens show you what's good and what you can improve'.

The RE curriculum is being creatively adapted to meet pupils' needs. The 'Year of Faith' has encouraged creativity and the lighting of a very large fire in the school grounds has led to the understanding of the spirit of God. The long and medium term planning ensures coverage of the curriculum and the school is continuously seeking ways of enriching and enhancing provision. The moral and spiritual development of pupils is enriched by opportunities offered. The curriculum is meeting the requirements of the Bishops' Conference, with respect to the time given, in full.

The quality of Collective Worship in the school is given high priority and ensures that the needs of the pupils are met. Staff regularly review and plan improvements and evaluate the effectiveness of acts of worship so that they are rooted in scripture, participatory and reflective. There is evidence of pupils' development in the preparation and delivery of this worship by the confidence with which all Key Stage 2 year groups plan acts in advance. They are happy to lead, and actively participate in, acts of worship. Prayer is central to the life of the school and formal and informal opportunities for prayer are offered. Pupils demonstrate that they value and revere prayer areas, artefacts and holy books. A range of prayer opportunities, such as assemblies, appropriate liturgies and Masses are offered throughout the year and these have a positive impact on parents, pupils and the parish. They are public demonstrations of the strong Catholic ethos of the school.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Unsatisfactory**

Overall effectiveness	
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	1
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in RE	1
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?	1
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education?	1
• the quality of teaching and purposeful learning in Religious Education?	1
• the effectiveness of assessment and academic guidance in Religious Education?	1
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1

