



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. CATHERINE OF SIENA CATHOLIC PRIMARY SCHOOL

LOWTON

Inspection Date 5 May 2016

Inspectors Mrs. Pat Peel Mr. David Ashley

Unique Reference Number 106507

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 5 - 11

Number on roll 213

Chair of Governors Dcn. Derek Morris

Headteacher Mrs. S. Leck

School address Cranham Avenue
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Date of last inspection March 2011

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

- St. Catherine of Siena is an average sized Catholic Primary School situated in Lowton mainly serving the parish of St. Catherine.
- There are 213 children on roll of whom 203 are baptised Catholic, 3 come from other Christian denominations and there are 7 pupils in the school who have no religious affiliation.
- There are nine teachers of whom seven teach Religious Education. Five have a suitable qualification in Religious Education. Seven teachers are baptised Catholic.
- Since the last inspection a new Headteacher and Deputy have been appointed.

Key for inspection grades

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

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Overall effectiveness:

St. Catherine of Siena 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.

- Pupils are good in the way in which they contribute to and benefit from the Catholic Life at St. Catherine's.
- There is a shared vision for Catholic Education which is reinforced in the school's Mission Statement, "*St. Catherine's is a community in which all members can grow in the knowledge and love of God, themselves and the world in which they live,*" and the children's version derived from it, "*Caring, Catholic, Committed...Living the Good News.*"
- Pupils benefit from a stimulating learning environment which is adorned with high quality artwork which supports its Catholic identity and promotes spirituality.
- The pupils have recently undertaken work with Faiths4Change generating ideas to further develop the existing nature garden into a reflective space which will support the outdoor learning environment and benefit the local community. The school used the grounds this year as an Easter trail.
- Pupils have a good sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community.
- Pupils are encouraged to take on roles of responsibility at St. Catherine's by becoming school and eco councillors, playground leaders and monitors.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. litter picking in the community, on residential trips and visiting the Metropolitan Cathedral of Christ the King.
- Pupils benefit from participation in annual residential outdoor activities. Years 4 and 5 pupils visit The Conway Centre, Anglesey and Year 6 pupils have the opportunity as part of the Wigan Local Authority to visit Low Bank Ground in Cumbria.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities for example CAFOD, Children's Cancer and Leukaemia Group, Save the Children and MacMillan Cancer Research to name but a few.
- Pupils have a good sense of belonging to the school community and value and respect others. One pupil commented that, "*Everyone gets on here, we are all friends!*"
- The school has recently purchased, the *All That I Am* programme to support the Relationships and Sex Education curriculum.
- Pupils benefit from a caring and supportive environment. The nurture room is a quiet space where pupils can take 'time out' should they need it.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly celebration assemblies which are shared with parents. St. Catherine's holds an annual end of year awards ceremony.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school, occasionally in the parish and at the Cathedral during Advent.
- The school actively supports a school in Soweto, South Africa. Reciprocal visits have been undertaken.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is good.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith and make good progress given their starting points.
- Pupils' attainment in Religious Education is good. There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good. This is due to the support given by learning support assistants which is both practical and pastoral.
- Assessments undertaken to date and scrutiny of their workbooks provides evidence of pupils generally attaining a broadly average level for their age and stage of development.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing in line with their age and capacity.
- Pupils 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.
- Pupils' engagement in their learning is good as shown by their interest, enthusiasm and exemplary attitudes and behaviour in lessons. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

How well pupils respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils appreciate and are open to the Word of God in Scripture.
- The school has begun to support pupils' planning, leading and preparing Collective Worship but acknowledge that more formal training is needed in this area to ensure that they are sufficiently enabled to deliver quality Collective Worship which meets the needs of all the participants.

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

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make good progress.
- Teachers display very good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes pupils are challenged and inspired which enriches their enjoyment of Religious Education.
- Driver Words are visible in classrooms. Teachers' planning shows that there are inconsistencies in the use of Driver Words when planning activities for identified groups of pupils and in their delivery repertoire in the classroom. This is something which can be easily addressed by undertaking Archdiocesan In-service. Driver Words should be used in plenary sessions to reinforce pupils' learning outcomes.
- Good use is made of time and resources e.g. interactive white board, God's and Church's Story, Come and See website, audio and visual media etc.
- The school is effective in deploying learning support assistants to enhance lessons for those children who require additional support.

- Pupils are very positively affirmed throughout their lessons. There was some evidence of high quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in 'next steps' using the language of the level descriptors. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils but the school has recognised that this needs further development to aid the accuracy and rigour of the monitoring process especially across Key Stage 2.
- Samples of individual pupil's work have been kept by the school over time. It is recommended that this is now built up into a portfolio of evidence for moderation purposes especially as some of the higher grades are currently inaccurate. This will have an impact on raising standards further as it will endeavour to aid teachers' accuracy in assessment. Joining a cluster group with other Catholic schools in the locality will support the subject leadership team in this process.
- There is inconsistent use of assessment for learning taking place in classes. Strategies which are used in other curriculum subjects can easily be transferred to Religious Education. Driver Words routinely being used by teachers' throughout lessons and specifically in the plenary will support this.
- It is recommended that the school undertakes Archdiocesan In-service training for 'Planning, Differentiation and Assessment in Religious Education' to support teachers in their day to day practice.

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

- The Religious Education curriculum is good in promoting pupils' learning.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the *Curriculum Directory* for Religious Education. Appropriate levels of the programme are being followed in different classes. This 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.
- Termly Religious Education newsletters are provided for parents and carers.
- The school implements new curriculum developments as appropriate e.g. the Archdiocesan planning template.
- Enrichment activities such as film club, dance, gardening, ICT and Mad Science etc. have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The Deacon has supported the delivery of *Come and See* both in the parish during the Baptism topic and in school.
- The curriculum is customised to meet the needs of individuals and learning support assistants are ably deployed across the school.
- Children have explored the beliefs and values of another faith – Judaism and had a visit from Jeremy, a practising Jew who has shared his beliefs with the children and have visited a Liverpool Synagogue. The school is planning learn about at Hinduism in the summer term. This helps to promote tolerance and respect for those who think differently.
- The school hosts a wide awake club. After school provision is available off site.
- St. Catherine's is a Rainbows school. The whole staff has received training in how to support children who have suffered loss or bereavement.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good.
- Key Stage Collective Worship is held on a regular basis and plays a part in meeting the Spiritual needs of the pupils.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- A recommendation is to undertake Archdiocesan In-service training to further support teachers' planning, preparing and leading Collective Worship. This will enhance their ability to develop more personal reflection and contemplation opportunities when scaffolding pupils in this process.
- It would be beneficial for teachers and pupils to keep a record of all Collective Worship planning sheets to build up a bank of evidence over time. This will aid the monitoring process.
- Collective Worship resources have been provided to all classes to support acts of worship.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations including weekly celebrations, Stay and Pray sessions and monthly *Come and See* assemblies.
- The parish priest presides at key school celebrations of Mass throughout the Church's liturgical year e.g. Christmas, Easter and Y6 Leavers. The Deacon is a frequent visitor to the school and provides support in various ways for example he led Stations of The Cross sessions with some of the older children. The school supports the parish *With You Always* family catechesis sessions by providing in-school catechists and hosting the monthly events.

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.
- They are good in supporting the Catholic Life of the school and are committed to the Church's Mission in education. This is reflected in the Mission Statement outlining St. Catherine's as "...A community in which all members can grow in the knowledge and love of God.'
- Leaders, governors and managers need to ensure that the Mission Statement's aims and practical objectives clearly and succinctly direct and guide every aspect of school life and become a useful tool by which the school evaluates its effectiveness.
- Good opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach such as selling soft toys for the Wigan and Leigh Hospice and raising awareness of those in need through collecting for the local food bank.
- The Self Evaluation Document needs to be more succinct and finely tuned to more accurately reflect where the school is now in relation to its core Mission and purpose.
- Over time robust monitoring and rigorous analysis will provide a solid basis on which to further celebrate the schools strengths and ongoing areas for development.

- Through Collective Worship, opportunities for Spiritual and Moral developments are provided for all staff and pupils. Opportunities to join in *Come and See for Yourself* celebrations need to be implemented on a more regular basis for staff at the beginning of each new topic. This will enable liturgical themes to be explored at an adult level *before* teaching and learning takes places.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Parents are consulted regularly and they support the school in fundraising activities.
- The school has an active Parent Teacher Association group who work with the school to provide both social and fundraising opportunities.

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 are good in promoting, monitoring and evaluating the provision for Religious Education.
- The Self Evaluation Document needs to be more succinct and finely tuned to more accurately reflect where the school is now in relation to tracking, monitoring, analysis and evaluation of the impact of the school's work in Religious Education.
- Formal assessment tasks in Religious Education are being undertaken in line with Archdiocesan guidance. Regular moderation opportunities should be undertaken with all staff to ensure judgements made are accurate. Evidence suggests that current grades are over estimated especially in Key Stage 2. Building up a portfolio of accurately levelled exemplars will further support teachers when undertaking this process.
- Assessment information is being collated by the subject leadership team and since the last inspection, whole school pupil tracking has now been established. At this time there is insufficient evidence that planning is founded on sound evidence and data obtained from good use of the assessment process.
- The chair of governors is also the link governor for Religious Education. Together with the subject leadership team they need to ensure that key areas i.e. planning, teaching and assessment are tackled systematically and accurately to bring about further improvement in current standards.
- The subject leadership team which includes the Headteacher is good in guiding Religious Education. They are committed and keen to develop the role further. A new member of staff has just been recruited to the team which will enhance the role in both key stages.
- All key documentation since the introduction of the *Come and See* programme is in place for the delivery of the subject i.e. policies and planners.

What the school needs to do to improve further?

- Further develop the work currently being done in assessment, monitoring and tracking of pupils progress by:
 - ensuring that data contained on the tracking sheet is accurate and reflects current standards in the school;
 - building up a portfolio of assessed and moderated work to aid accurate levelling across the school.
- Raise the standards of attainment in Religious Education further by:
 - undertaking Archdiocesan In-service training on Planning and Differentiation for *Come and See*;
 - embedding the language of the level descriptors and Driver Words into planning and daily practice enabling the needs of all pupils to be met;
 - using Driver Words when marking to inform pupils of their next steps.
- Further improve the quality of provision and outcomes for Collective Worship by:
 - Undertaking Archdiocesan In-service training for Collective Worship to enhance current practice.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	2

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