



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## ST. CATHERINE'S CATHOLIC PRIMARY SCHOOL

### LEYLAND

---

Inspection Date 9 February 2016

Inspectors Mrs. Pat Peel Mrs. Joanne Farrimond

Unique Reference Number 119585

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 220

Chair of Governors Ms J. O'Brien

Headteacher Mrs. B. Coulton

School address Moss Lane  
Leyland  
Lancashire  
PR25 4SJ

Telephone number 01772 423767

E-mail address [bursar@st-catherines.lancs.sch.uk](mailto:bursar@st-catherines.lancs.sch.uk)

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's is an average sized Catholic Primary School situated in Leyland in Lancashire, serving the parish of St. Catherine Laboure.
- There are 220 children on roll of whom 177 are baptised Catholic, 28 come from other Christian denominations and 5 pupils come from another faith or religious tradition. There are 10 pupils in the school who have no religious affiliation.
- There are ten teachers of whom nine teach Religious Education. Three have a suitable qualification in Religious Education. Five teachers are baptised Catholic.
- Since the last inspection a new Headteacher and Deputy have been appointed. The Deputy is also the Religious Education subject leader.

### Key for inspection grades

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

---

© 2016 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

## Overall effectiveness:

St. Catherine'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.**

- 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 "As a Catholic family, we at St. Catherine's are following a learning journey together to empower everyone to be the best that they can be through friendship with each other and with Jesus," and the motto derived from it "*Learning through faith, family and friendship.*"
- Pupils benefit from a stimulating learning environment which is adorned with high quality artwork, posters and reflection areas which supports its Catholic identity and promotes spirituality. A recent addition is a 'Holy Door' to celebrate the Jubilee Year of Mercy.
- Work is about to begin in the grounds to create a forest school. This will be a useful resource to support the outdoor learning environment.
- Pupils have a very 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 by becoming school councillors, playground buddies and prefects.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. singing in the local care home, on residential trips and visiting the Metropolitan Christ The King Cathedral.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have the opportunity as part of the Lancashire maintained support to visit Warwick Hall 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, Royal British Legion and Cancer Research to name but a few. The school hosted a volunteer from Nugent Care along with Woolly the sheep before embarking on some fundraising activities in support of the Good Shepherd campaign.
- Pupils have a good sense of belonging to the school community and value and respect others one pupil commented that "*This is a great school where we have lots of fun together!*"
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. The school has recently begun using 'Kidsafe' to support SEAL and the PSHE curriculum with good effect. Pupils benefit from a caring and supportive environment.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies where stars, worker of the week and presentation awards are made.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school, and occasionally in the parish.

## **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 point.
- 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 teaching 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 very good 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.
- Pupils' liturgical formation is developing very well across the school. This was clearly evident from their spontaneous responses to the Gospel being proclaimed and bidding prayers being read.
- 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 training is needed in this area.

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

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested, engaged and make good progress.
- Teachers display 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 and support teachers' next step marking.
- 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. There was evidence of iPads being used by some pupils to support their learning.

- 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.
- Success Criteria is being used very effectively to inform pupils of their learning in Key Stage 1. This good practice needs to be shared and further developed across the whole school.
- 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.
- Samples of individual pupils 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. The subject leader has joined a cluster group with other Catholic schools in the locality which will support her in this process.
- There was no evidence of assessment for learning taking place in classes. Strategies which are used in other curriculum subjects can easily be transferred to Religious Education. The use of Driver Words routinely by teachers' will support this.

### **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 i.e. the Archdiocesan planning template.
- Enrichment activities such as gardening, football, tennis, recorder, sewing, drama, High 5, choir and running etc have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of individuals and learning support assistants are ably deployed.
- 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. The school is planning to look at Islam as another Religion in the summer term. This helps to promote tolerance and respect for those who think differently.
- The school hosts both a breakfast and after school club. These are heavily subscribed and pupils enjoy the range of activities provided by the school staff at these times.

## **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.
- Collective Worship resources have been provided to all classes to support acts of worship but the school has recognised that this needs further development and more regular monitoring to ensure that it is taking place on a daily basis.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the '*Come and See*' programme.
- Local clergy including the Bishop have presided at key school celebrations of Mass throughout the Church's liturgical year. The school provides altar servers to the local parish communities.
- The school provides the Wednesday Word to families.
- The school supports the family catechesis sessions run in both St. Catherine's and St. Mary's parishes.
- A recommendation is to undertake Archdiocesan In-service training to further support teachers' in planning, preparing and leading Collective Worship especially in developing more personal reflection and contemplation opportunities for pupils.

## **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.
- Following development of a new Mission Statement, leaders, governors and managers need to ensure that its 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.
- They show a good understanding of and are committed to the Mission of the Church.
- 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 and raising awareness of those in need.
- The Self Evaluation Document is an accurate reflection of where the school is now. Since their appointment key structures have been put into place by the new leadership team to ensure that firm foundations have been established on which the school can grow and develop even further.
- Over time robust monitoring and rigorous analysis of systems will provide a solid basis on which to further celebrate the schools strengths and ongoing areas for development.
- Since the last inspection a new chair of governors has been elected, she is also the link governor. Governance has been strengthened and they have undertaken recent Archdiocesan training to further support their Mission in education.

- Through Collective Worship opportunities for Spiritual and Moral development 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 a very active PTFA 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.**

- Newly established systems show that leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education.
- The Self Evaluation Document is an accurate reflection of where the school is now.
- 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 leader and 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.
- There is a link governor for Religious Education. Together with the subject leader they now need to ensure that key areas are tackled systematically and accurately to bring about further improvement in standards.
- The subject leader is excellent in guiding Religious Education. She has been instrumental in developing a robust system to both support staff and monitor Religious Education using the guidance provided by the Archdiocese. She is enthusiastic and committed in developing her role further. All key documentation is now in place for the delivery of the subject.

## What the school needs to do to improve further?

- Continue to address the areas identified on the Self Evaluation Document by:
  - Using Archdiocesan guidance materials to develop a clear set of aims and objectives following the Mission Statement Review.
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
  - 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
---	---

## **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	2
The quality of Collective Worship provided by the school	2

## **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	2

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