

INSPECTION REPORT ON THE PROVISION OF DENOMINATIONAL EDUCATION

School name:	Our Lady & St. Edward's Catholic Primary School
Address:	Lightfoot Lane, Fulwood, Preston, Lancs. PR2 3LP
Unique Reference Number:	119579
Name of Headteacher:	Mrs E McGrath
Date of Inspection:	16 th June 2009
Name of Inspector:	Mrs Frances Wygladala
Type of school:	Catholic Primary
Age range of pupils:	4 - 11
Number on roll:	205
Appropriate authority:	The Governing Body
Chair of Governors:	Rev Fr Patrick McMahon
Religious Education Co-ordinator:	Mrs E McGrath
Date of previous inspection:	16 th October 2006

The Inspection judgements are:	Grade	Explanation of the grades
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	1 = Outstanding
The quality of Collective Worship	2	
Religious Education - Achievement and standards	2	2 = Good
Religious Education - Quality of provision	2	3 = Satisfactory
Religious Education - Pupils' needs and interest	2	4 = Inadequate
Religious Education – Curriculum leadership and management	2	
Community Cohesion	2	
<i>The following pages provide reasons to support these judgements</i>		

Information about the school:

Our Lady & St. Edward's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school serves the parish of Our Lady & St. Edward in Fulwood, Preston. There are currently 205 learners on role, of whom approximately 84% are baptised Catholic. A small proportion of pupils are from other world faiths and other Christian denominations. Six out of the nine teachers are Catholics. The local area is a fairly prosperous suburb of Preston and very few pupils come from a disadvantaged background. Most pupils transfer at the end of year six to Our Lady's Catholic High School.

Overall Effectiveness of the school

The overall effectiveness of the school is **good** with some outstanding features.

The school's mission statement reflects the mission of the church and is owned by staff and understood by pupils. The school is a welcoming community with a positive Catholic ethos. Pupils relate well to each other, respect staff and are eager to participate in the spiritual and community life of the school. Teaching is effective and the RE curriculum meets the needs and interests of pupils very well. The leadership's strong commitment to improving standards and to promoting the school's catholicity is evident. The school is well regarded by parents, the parish it serves and the wider community. The quality of care and guidance is outstanding; the pupils are well behaved and treat each other fairly. Inclusion of all pupils has a high priority and the RE curriculum has been developed to reflect this.

Improvement since the last inspection

The school has made **good** progress since the last inspection.

Considerable work has been done to develop assessment and pupil progress is tracked through the school.

The new RE scheme, 'The Way The Truth and The Life' has been successfully implemented throughout the school.

Assessment for Learning strategies are well established and used effectively in the teaching of RE.

Capacity to improve

The school demonstrates **good** capacity to improve through the quality and commitment of its leadership and management and the support of governors. Issues arising from in house moderation meetings and self evaluation have identified areas for development and improvement in support of raising standards of attainment in RE.

What the school should do to improve further:

- Introduce a baseline for RE to measure progress from entry to school to end of Foundation Stage, Key Stage One and Key Stage Two.
- Continue to develop RE as part of the leadership role in all key stages to contribute towards succession planning.
- To introduce comprehensive "I can" statements, which exemplify RE levels and can be used when setting pupil targets.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

Inspection judges leadership and management of the Catholic life of the school to be **outstanding**. The headteacher provides outstanding leadership and is dedicated to the needs of the school, the parish and the wider community. She is supported by the commitment of the staff in living out the Catholic vision for the school, having had the opportunity to review the mission statement recently in line with the diocesan 'Fit For Mission' document. Highly efficient use is made of good quality resources in RE. The governing body has a significant positive influence on the Catholicity of the school. The care and guidance for the children is outstanding with highly productive links between school, parish and the wider community. The inclusion of all is a central goal that is effectively promoted throughout the school and parish. Thorough monitoring and evaluation systems inform the school's improvement plan. A recent development, assigning governors to individual classes, has improved their understanding of class collective worship.

THE QUALITY OF COLLECTIVE WORSHIP

The school judges the quality of collective worship to be **good** and inspection confirms this.

There is a range of opportunities provided for worship, both formal and informal, in assemblies and in class, using the outdoors and involving parents, parishioners and governors on occasions. Pupils act with reverence and are eager to participate and engage in prayers and Acts of Collective Worship from Foundation Stage through to Year Six. Acts of Collective Worship observed during the inspection were relevant to the pupils' needs and age. Pupils are confident in their ability to plan and lead their own liturgies in class and this is encouraged from the end of the Foundation Stage.

The Parish Priest often encourages pupils to take a lead role in the liturgy of the word at Mass and participate with their families. During Lent many pupils and families attend Mass at 8 am each Wednesday morning in the parish and enjoy breakfast together in school afterwards.

Staff regularly review the school's provision for collective worship and seek to improve it. Staff and pupils have access to up to date, good quality resources and these are used well. The contribution of collective worship to pupils' spiritual and moral development is very positive.

RELIGIOUS EDUCATION - ACHIEVEMENT AND STANDARDS

Inspection confirms the school's judgement that standards in RE are **outstanding** and achievement is **good**.

Pupils are gaining knowledge, skills and understanding of religion and an ability to reflect on meaning effectively across all key stages. They show interest in the religious life of others and care for and respect religious traditions and objects in school. By the end of key stage two assessments show attainment in RE is in line with other core subjects. Pupils are confident and ready to express their own beliefs and views. Pupils and parents respect the Catholic tradition of the school and its links with the parish community. Since the introduction of the new scheme three years ago, staff have worked hard to raise standards with rigorous assessments. Pupils across the ability range make good progress and some make very good progress, they are proud of their religious backgrounds and have a strong sense of personal worth. The school has high expectations regarding the behaviour of pupils who demonstrate a well-developed sense of right and wrong. Plans to formalise baseline assessment in RE on entry will help to celebrate the progress made at the end of foundation stage and key stages one and two. Internal moderation of levelled work in RE is carried out termly, ensuring all staff have the opportunity to look at standards across all key stages. There are plans to introduce 'I can' statements in RE books to inform pupils of their next steps in learning and what is required to achieve the next level. The pupils' excellent behaviour is a strength of the school and the spiritual, moral, social and cultural development of all pupils is outstanding.

RELIGIOUS EDUCATION - QUALITY OF PROVISION

Inspection confirms the school's judgment of the quality of provision for RE as **good**.

Teaching is focused on raising standards and on promoting the personal development of pupils. Teachers are aware of prior teaching and make links to extend children in their understanding. Individual needs are catered for and Teaching Assistants make a significant contribution. Good links exist with parents and the wider community. Early Years learning is matched to the Foundation Stage Learning Goals, with a good balance of child-initiated experiences and direct teaching.

The use of a variety of Assessment for Learning opportunities have broadened the range of teaching and learning styles offered in classes. Outcomes inform the next steps in teaching. Parents are kept well informed about RE through termly curriculum newsletters from each class, parents' evenings held each term and through the end of year reports. Parents and governors are invited to class worship each term and value the opportunity to share this spiritual experience with pupils. The Parish Priest frequently visits the school and provides excellent support for RE and worship. Parents' support for the school is strong as evidenced in their support of class liturgies and responses to the parents' questionnaire.

RELIGIOUS EDUCATION – PUPILS' NEEDS AND INTEREST

Inspection confirms the school's judgement that RE is **good** in meeting the needs and interests of pupils. Pupils have pride in their work, involve themselves well in lessons and are eager to take part in the school's activities. They collaborate readily with others, often taking the initiative to develop an idea further. Discussion with pupils confirmed their enjoyment of RE especially when lessons involved drama and art.

Reception children enjoy listening to stories about Jesus and drawing in their RE books. The curriculum provided, especially since the introduction of the new scheme, meets the needs of the pupils at all key stages and extends their understanding and knowledge of RE. Pupils enjoy learning about world faiths and in particular the week dedicated to Sikhism in June; they understand tolerance and have empathy for other faiths. Year five and six pupils were invited to visit the Sikh temple in Preston, enabling them to compare different places of worship for themselves. Sacramental preparation for Reconciliation, First Holy Communion and Confirmation is carried out in collaboration with school staff, parish catechists and clergy.

Year six pupils enjoy learning about Catholicism and are able to compare and contrast to other world faiths, celebrating their similarities. Pupils also enjoy using ICT in lessons e.g. to produce Advent calendars, to carry out research about the saints and prepare presentations for collective worship. Some year six pupils were inspired by the story of Oscar Romero and they appreciated the opportunity for spiritual reflection at the Tabor Retreat Centre to help prepare them for the sacrament of Confirmation. Teachers timetable RE within the guidelines of the Bishops' Conference.

RELIGIOUS EDUCATION – CURRICULUM LEADERSHIP AND MANAGEMENT

Inspection confirms the school's judgement that leadership and management of curriculum RE are **good** and adds that there are some outstanding features.

The subject leader has a clear sense of direction and understands how to bring about improvement. The subject is organised efficiently and managed effectively. All staff are clear about the purpose of RE and have ready access to good quality guidance and support. Pupils achieve well and there has been an improvement in standards since the introduction of a new RE scheme. The quality of self-evaluation by the subject leader is good; lesson observations and work scrutiny give a clear picture of where the school is now and how to bring about improvements working collaboratively with staff. Regular staff meetings are used to moderate RE levelled work and to discuss planning issues and share expertise. Effective use is made of diocesan opportunities for professional development: the ideas and initiatives are shared and implemented to enhance provision across the whole school. The school is well resourced and staff and pupils use resources effectively. Excellent quality displays around school show the importance of RE and the enjoyment of the subject. The subject leader plans to continue to develop RE as part of the leadership role in all key stages to contribute towards succession planning in school.

COMMUNITY COHESION

The school judges the promotion of community cohesion as **good** and inspection supports this judgement. There is a wealth of evidence that the mission statement is a truly living document, evident in pupils' attitudes and colleagues' support for each other in school.

The head teacher and staff are committed to promoting relationships with the wider community. The school supports local, national and international charities, for example CAFOD, NCH Action for Children, Fox Street Mission and has very strong links with Sr. Mary in Kalomo who visits annually to update pupils and staff. A recent letter shared in assembly with photographs showed how the money the school had raised before Christmas bought seeds to plant and are successfully feeding the community: the pupils are very proud of the impact of their fundraising actions.

Every year the school joins with a local Church of England school for an Easter celebration with Foundation and Key Stage One pupils meeting in one church and Key Stage Two joining together in the other; this alternates each year and the pupils enjoy the experience of a shared liturgy.

All staff and parents work well together and are valued by the school community. The school uses its community to share different world faiths with its pupils, to look at similarities and differences and to promote understanding and tolerance in the school and wider community.

The staff promote very positive relationships between school, parents and the parish: parish events are well publicised in school each week with the newsletter being sent to every family and vice versa. This good communication helps foster a wider understanding of what is happening in the wider parish community. Parents, families and friends are invited to a class worship each term and whole school masses, where they are made to feel very welcome. The school supports global and local environmental projects such as Fairtrade and 'Walk to School Wednesdays', as well as looking after the environment by different forms of recycling.