



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St. Kentigern's Catholic Primary School
Blackpool**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	St. Kentigern's Catholic Primary School
Address:	Newton Drive Blackpool FY3 8BT
Telephone Number:	01253 393302
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School URN:	119599
Head teacher:	Mrs Frances Wygladala
Chair of Governors:	Mrs Maura Leyland
Lead Inspector:	Mrs Mia Barlow
Team Inspector:	Mr Philip Bates
Date of Inspection:	24 th March 2015

INFORMATION ABOUT THE SCHOOL

St. Kentigern's Catholic school is slightly smaller than the average-sized primary school with 213 pupils on roll. Pupils are taught in seven single year group classes from the Reception Year to Year 6. The proportion of pupils from minority ethnic backgrounds is above average. The proportion of pupils who speak English as an additional language is also above average. The proportion of pupils with special educational needs and disabilities is above average. 81% of pupils are Catholic.

PUPILS	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	30	30	31	30	31	31	213
Catholics on roll	24	18	29	22	21	30	28	172
Other Christian denomination	4	5		5	5	1	1	21
Other faith background		2			1			3
No religious affiliation	2	5	1	4	3		2	17
No of learners from ethnic groups	12	14	18	9	8	13	11	85
Total on SEN Register		10	5	6	6	7	8	42
Total with Statements of SEN				1		1	3	5

Exclusions in last academic year	Permanent	0	Fixed term	2
Index of multiple deprivation	E			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Christ the King and St. Kentigern's	170

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

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	N/A	5	5	5.5	5.5	5.5	5.5	32.
% of teaching time	N/A	25%	25%	27.5%	27.5%	27.5%	27.5%	26.7% average

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	N/A	5	5	5	5	5	5	32.5
% of teaching time	N/A	25%	25%	25%	25%	25%	25%	25% average

STAFFING	
Full-time teachers	8
Part-time teachers	4
Total full-time equivalent (FTE)	10.1
Classroom Support assistants	10
Percentage of Catholic teachers FTE	69%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	7
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS	30
Average class size KS	30

EXPENDITURE (£)	Last financial year 2013/14	Current financial year 2014/15	Next financial year 2015/16
Total expenditure on teaching and learning resources	£32,000	£36,000	TBC
RE Curriculum allowance from above	£1,600	£2,000	TBC
English Curriculum allowance from above	£3,000	£3,500	TBC
Total CPD budget	£10,000	£10,000	TBC
RE allocation for CPD	£1,650	£1,900	£2,000

How the school has developed since the last inspection
<ul style="list-style-type: none"> • Teaching and learning has been developed by using a variety of tasks and activities which match the learning needs of pupils more closely. • Assessment has been developed by increasing pupil involvement in assessment so that they understand the next steps that they need to take towards achieving their targets in RE. Improved marking and feedback is now used to extend pupils' thinking. • Developing pupil understanding of wider national and global communities has been improved through developing more links with these communities.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

St. Kentigern's is a Catholic school with many outstanding features. Staff, pupils and governors justifiably speak with great pride about their school describing how everyone is loved and valued as part of the school family. The "unique warmth" described by governors is reflected though out the school. The Catholic ethos is treasured by staff, governors and pupils alike. Leaders and managers effectively promote the Catholic life of the school, through the example that they set and through ensuring that Christ is at the centre of all that they do. Their self- evaluation is both accurate and reflective. Governors are very committed and well informed, and provide challenge and support to further develop the Catholic life of the school. This is also enhanced by the excellent links with the Parish and local community. Prayer is central to the school and is seen by pupils as such an important part of the school. One child when talking about prayer stated that "prayer helps make our school an awesome school – without it, it would not be the same."

Pupils report that they enjoy Religious Education (RE) and can talk confidently about the importance of faith. They make good progress in RE. Even the younger children have a good knowledge of Bible stories and the seasons of the Church year. Older pupils are religiously literate and are able to explain, in a very mature way, using the teachings of Jesus how we should treat each other. Leaders and managers have very effective monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of children regardless of their starting points - many of which are very low. Staff are well supported by senior leaders and the wealth of professional development opportunities is a great strength of the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Further develop consistency of excellent teaching and learning to provide different levels of tasks for pupils based not just on literacy skills but also knowledge and understanding of RE by:

- sharing existing good practice across the school.
- using key words from RE level descriptors to set tasks with greater challenge for groups and individuals.

Continue to develop provision in line with the Religious Education Curriculum Directory by

- completing the review of the curriculum and planning increased opportunities for teaching about other world faiths;

Further develop consistency of excellent standards in prayer and liturgy by

- building on the good practice existing across the school by developing all pupils' independence in leading prayer and liturgy with confidence.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

- 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
1

Pupils place high importance on the Catholic Life of the school and take great pride in following their school motto: "Treat others as you would like them to treat you". They use the phrase "What would Jesus do?" (WWJD) regularly when making choices about their actions and talk confidently about how this impacts within their school. They have a strong sense of belonging and are proud of their beliefs, speaking passionately about the importance of kindness, forgiveness and social justice.

Pupils take on responsibilities in school beyond lessons – they lead and take responsibility for religious activities in school and in the wider community. For example some children wrote to the Queen and the Prime Minister about social injustice. They contribute in so many ways to the Catholic life of the school for example, inviting parishioners to a Lent Lunch, raising money for their class charities and through the work they do as part of the school council.

Pupils show high levels of reverence and respect during times of prayer and liturgy. This begins in the Foundation Stage where children participating in class liturgies demonstrate a sense of awe and wonder. As pupils progress through the school they begin to take on more leadership for prayer and liturgy. During this

inspection pupils in Year 3 led their class liturgy creating a spiritual atmosphere and providing wonderful opportunities for group and individual prayer. Prayer is incredibly important to the pupils and they see it as central to their school life at St.Kentigern's. One pupil spoke with great pride about the school as a "family community where everyone grows together in the Catholic faith."

The commitment of governors and school leaders to the Church's mission is outstanding. The staff report that the mission is "lived and breathed" by leaders and managers. The staff describe how forgiveness is lived out and that each day truly is a new day with the opportunity to start again. The head teacher, who is clearly driven to make a difference in the pupils' lives, speaks with passion about providing children with every opportunity to achieve and to know that they are loved and valued. She is able to describe how as a school they strive to follow the example of Pope Francis and provide support for the most vulnerable in their communities. RE subject leaders, when describing how the mission is lived out in the school state that "the word of God is living in this school".

Leaders carry out a wide range of monitoring activities concerning the Catholic Life of the school and use these to develop well-targeted improvement plans. Well informed and committed governors make a significant contribution to the Catholic Life of the school ensuring that prayer and liturgy are central to every part of school life and that gospel values are reflected in all policies and procedures. The parish priest, who is also the governor for RE, is well informed and has a very positive impact within the school.

Christ is at the centre of the school community. Staff and pupils speak about the importance of "seeing Christ in everyone – no matter how challenging" and Gospel values permeate through everything. Pupils are able to describe how even a bully should be forgiven because 'Jesus tells us to forgive and forgive and forgive.' The learning environment clearly confirms that the Catholic faith is central to the school.

A wealth of opportunities is provided for staff and pupils to grow in faith, for example staff professional development, CCRS (Catholic Certificate of Religious Studies), staff prayer, weekly mass and a wide variety of opportunities for pupils to take part in and lead prayer and liturgy. As pupils progress through the school they develop independence in planning and leading prayer and liturgy. This good practice could be further enhanced by developing opportunities for pupils in some classes to take increased responsibility for leading prayer and liturgy- which is already evident in many classes.

Many opportunities are provided for parents, parishioners and other community members to take part in the Catholic life of the school.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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

2

1

2

Pupils report that they enjoy RE. They are religiously literate speaking with great confidence and knowledge about Bible stories and the teachings of Jesus. They have a strong awareness of the demands and challenges of living out their faith. Pupils are generally engaged and attentive and are developing independence as learners.

Children enter the Foundation Stage with attainment well below age related expectations in RE. They make rapid progress throughout the Foundation Stage and enter Key Stage 1 with many pupils almost in line with expectations. As a result of good progress in Key Stage 1, most pupils enter Key Stage 2 with the vast majority in achieving in line with expectations for their age. This good progress continues throughout Key Stage 2 and by the end of year 6, pupils attainment is generally in line with expectations, with some children achieving beyond age related expectations.

Governors and school leaders clearly place high importance on RE and much work has taken place monitoring and evaluating all aspects of RE. The RE curriculum meets the requirements of the Curriculum Directory. 'The Way, the Truth and the Life' is the main RE scheme; school leaders are now supplementing this with a range of other teaching and learning activities to add breadth, balance and engage pupils. The curriculum is currently being reviewed with clear plans to increase opportunities to teach pupils about other world faiths. There is rigorous monitoring of the quality of the curriculum and the quality of teaching. Leaders are well aware of strengths and areas for further development. Evidence of the effectiveness of the monitoring is clearly visible in improvement plans and in the improved quality of marking and feedback. Pupils speak about how much they value their "green comments" in helping them to improve in RE. Working parties consisting of staff and governors highlight and celebrate strengths and also target areas for development in RE. A culture is being created where staff share a commitment to high standards and expertise is shared across school. Leadership of RE models excellent practice. Through careful tracking, pupils requiring additional support are clearly identified and targeted. Pupil progress in RE is regularly reported to governors. Progress of particular groups of pupils is highlighted. Tracking shows that progress of all groups, including pupils with

special educational needs, pupils in receipt of pupil premium and pupils with English as an additional language, is generally good – with some pupils from these groups exceeding expectations. There is a good variety of resources and there is a great emphasis is on placing RE at the centre of the school's curriculum.

The RE curriculum provides good opportunities for spiritual and moral development. Teacher's good subject knowledge contributes to pupils making good progress as learners. Tracking shows that all groups of pupils are making good progress and the subject leaders have a good awareness of areas of strength and areas for further development. Lessons observed in both Year 1 and Year 6 provided opportunities for children to ask, question and develop their understanding. There are examples across the school of marking and feedback being used to add additional challenge. Pupils are given more opportunities for self-assessment against learning objectives shared at the beginning of a unit of work. There is evidence of more able pupils being challenged in some classes – this was particularly evident in a lesson observed in Year 6. This good practice should now be extended across the school to provide a wider range of tasks and activities for groups of pupils based not on Literacy skills but on knowledge and understanding in Religious Education. Pupils report that they know what they need to do to improve further and are able to explain this during discussion. Every opportunity is taken to ensure that no child misses out on any of the activities provided by the school. Good use of resources is made to maximise learning opportunities including the use of visits and visitors.

Parents speak very highly of the school. Community involvement is high, one parent reported that the school “is very much appreciated in the local community.” Senior leaders work closely with local schools. The school is part of the Blackpool Schools' Partnership and is also a strategic partner in the Catholic Teaching Alliance (North), helping to nurture and mentor Catholic teachers for the future. Pupils are provided with opportunities to work with local, national and global communities. They have worked with Gaplains, who are young graduates sponsored by CAFOD, in order to develop prayer and liturgy and share first hand experiences of time spent witnessing projects in El Salvador, Sierra Leone, Ghana and Kenya. During Lent, pupils in each class raise money for different charities; Year 3 pupils are currently raising money for two local homeless charities. Plans are in place to develop additional opportunities for pupils to learn about other cultures and religions.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
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	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<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. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	2	1	2	2