



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Our Lady & St. Edward's Catholic
Primary School
Preston**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	Our Lady and St. Edward's Catholic Primary School
Address:	Lightfoot Lane Fulwood Preston PR2 3LP
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School URN:	119579
Headteacher:	Mrs Karen Woods
Chair of Governors:	Mrs Hilary Smith
Lead Inspector:	Mrs Jacqueline Hampson
Team Inspector:	Mrs Angela Hill
Date of Inspection:	3 rd December 2014

INFORMATION ABOUT THE SCHOOL

Our Lady and St Edward's Catholic Primary School is an average sized primary school in the Diocese of Lancaster. The school serves the parish of Our Lady and St Edward in Fulwood, Preston. There are currently 205 learners on roll, of whom approximately 78% are baptised Catholic.

Very few pupils come from disadvantaged backgrounds. 20% of pupils are from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is lower than the national average but can vary considerably between cohorts.

Since the last inspection there have been some significant staff changes including five new members of the teaching staff and the appointment of a new headteacher in September 2014.

	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	28	29	30	30	32	30	26	205
Catholics on roll	18	21	28	24	20	24	24	159
Other Christian denomination	2	5	0	2	3	1	0	13
Other faith background	5	3	2	4	7	3	2	26
No religious affiliation	3	0	0	0	2	2	0	7
No of learners from ethnic groups	9	6	2	6	9	7	2	41
Total on SEN Register	0	0	1	0	3	0	0	4
Total with Statements of SEN		1						1

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady and St. Edward's	78

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

TEACHING TIME FOR ENGLISH	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	7
Part-time teachers	2
Total full-time equivalent (FTE)	8
Classroom Support assistants	12
Percentage of Catholic teachers FTE	87%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	N/A

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS1	29
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2013-14	Current financial year 2014-15	Next financial year 2015-16
Total expenditure on teaching and learning resources	11,500	11,800	12,150
RE Curriculum allowance from above	2,400	2,450	2,500
English Curriculum allowance from above	3,000	1,200	1,500
Total CPD budget	4,800	5,000	5,100
RE allocation for CPD	500	515	530

How the school has developed since the last inspection
<p>Since the last inspection, a new baseline has been introduced, so that leaders can identify children's knowledge and understanding of the Catholic faith on entry to the school. As a result, teachers' planning for RE takes account of prior knowledge and learning from the moment children enter school. This baseline gives a starting point from which to measure pupils' progress in RE.</p> <p>Pupils now have targets in their RE books, in the form of the five strands of the attainment targets for RE.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

Our Lady and St Edward's is a very good Catholic school, with many outstanding features. All staff, governors and children are committed to the Church's mission in education. The Catholic identity and ethos of the school is very strong and evident from the moment visitors enter. Display is excellent and is a true celebration of the learning experiences of the pupils, particularly in curriculum RE. Pupils have extremely positive attitudes to learning: they enjoy coming to school and speak of it as a place 'where everyone is made to feel welcome'.

A strong feature of the school is the extent to which pupils have the opportunity to contribute to many aspects of its Catholic life, and the impact this has on their own lives. For example, in addition to the many fundraising activities in school, many pupils are involved in activities which benefit others in the community and beyond. Pupil participation in, and leadership of, the prayer and liturgical life of the school is excellent: they are able to discuss their own beliefs with confidence.

The new headteacher ensures that there is a clear, shared vision, understood by all involved with the school. Leaders and managers speak of 'being the Body of Christ, acting as messengers of Gospel values.' Staff, governors and pupils speak of the sense of 'belonging' they have to this fully inclusive and welcoming faith community.

Christ is at the centre of every aspect of the school. Due to the commitment and drive of the headteacher and the governing body, more than half of the teaching staff have completed, or are studying for, the Catholic Certificate in Religious Studies (CCRS). Governors are eager to extend this development opportunity to all staff, including those new to the school.

Outcomes for pupils are excellent in curriculum RE, with no significant variation between any major groups. The vast majority of pupils make at least expected progress from average starting points and attainment is high. Pupils speak with confidence about their RE lessons and are able to reflect on their learning and its impact on their lives.

The new headteacher has begun to work with the RE subject leader to analyse data on pupil progress and attainment and they are now in a position to monitor and tackle any underachievement in RE.

Teaching is good and is effective in enthusing pupils and is ensuring that they learn well. Teachers focus their planning on meeting the needs of all pupils and on raising standards. A system for marking introduced last year helps pupils reflect on their work and understand how to improve. Leaders recognise that this needs to be continued to be fully effective.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to develop the provision for curriculum RE by:
 - Ensuring that the system for marking is fully implemented by all teachers so that there is consistency of practice across the whole school.
 - Developing existing creative approaches to teaching with all staff to cover the requirements of the Religious Education Curriculum Directory (RECD.)

- Further develop the leadership and management of RE by:
 - Embedding monitoring procedures to improve outcomes for pupils.
 - Including specific timescales for completion in the RE action plan.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic life of the school.

Pupils regularly lead and take responsibility for shaping activities with a religious character, for example when leading prayer, taking part in Mass, serving on the altar and engaging in activities to benefit others.

Leaders recognise that 'pupils have an outstanding awareness of their duty as a member of the Catholic/school family towards serving others in the local and global community'. The work done in school, including supporting the people of Kalomo in Zambia, has an outstanding impact on the pupils' lives and on their spiritual, moral, social and cultural development. They are alert to the needs of others and seek justice for all within and beyond the school community. For example, during inspection, pupils spoke of the work they do beyond their school life, supporting charities and local hospices.

Pupils have an excellent knowledge and understanding of the liturgical year. They understand the importance of key celebrations throughout the liturgical year and share these with the parish and school community.

During inspection, pupils in lower Key Stage 2 planned and led prayer in class, on the theme of forgiveness. They had been supported by staff to select a hymn and a prayer which enabled their peers to reflect on the need for forgiveness during Advent. Across the school, during inspection, pupils showed great reverence and respect during times of prayer and reflection. For example, during a liturgy for reconciliation during Advent, children listened to scripture, prayed reverently and reflected during times of silence.

Some pupils are part of the newly formed Faith group. In addition to meeting with the headteacher to listen to scripture and pray, they are able to make suggestions to enhance the Catholic life of the school. During inspection, one member of the Faith group spoke of how he had seen the need for a place for pupils to go and pray and requested a bench and kneeler in a quiet area.

Pupils confidently share their beliefs and understanding of their own and others' faith. They have a strong sense of personal worth, whilst showing genuine

openness to and acceptance of others. During inspection pupils from other faiths spoke of how they are able to discuss their faith with their peers. They said they feel confident doing this as their school 'welcomes all faiths'.

The school's self-evaluation of the leadership and management of its Catholic life are outstanding and inspection confirms this.

The promotion of Catholic values and principles by leaders and managers is outstanding. Governors make a significant contribution to the Catholic life of the school and are ready to challenge as well as to support where necessary. They ensure the Catholic mission of the school is at the heart of all school life. This underpins their work and guides them in appointing staff, evaluating the work of the school and in ensuring the best possible outcomes for pupils.

Governors are committed to ensuring that staff are supported in developing their knowledge and understanding of the faith, to enable all staff to contribute significantly to the Catholic life of the school. All meetings in school begin with a prayer and annually staff and governors attend a special Mass.

The headteacher is new to post; she leads by example, ensuring gospel values are at the heart of her work, promoting a culture of care and concern in school. She is passionate about the Catholic mission of the church in education and inspires staff and children, ensuring that Christ is present in every personal interaction. In her first term, she has worked tirelessly with the school leaders, including the RE governor and the RE subject leader, to ensure that everyone feels a sense of belonging to this faith community.

The quality of provision for the Catholic life of the school is outstanding: governors are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. More than half of the teaching staff have gained, or are studying for the Catholic Certificate in Religious Studies (CCRS) and governors and the headteacher have plans to extend this training opportunity to newer members of staff.

All in school are helped to grow in faith, make the most of their abilities and become the best that they can be. Through the commitment of all those in school to its Catholic mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. They recognise that each of them has a calling to Jesus, to do kind and charitable works and helping those in need.

The prayer and liturgy of the Catholic Church are given a high profile in school. Adults associated with the pupils' home life are encouraged to participate in the Catholic life of the school. For example, during the month of October, each child took home some rosary beads, with written prayers for their families.

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

1

2

2

Inspection confirms the schools self-evaluation that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

Pupils enjoy RE, have extremely positive attitudes towards their learning and are religiously literate. They are enthusiastic and are able to remain on task when working independently. They have an excellent knowledge of the central truths of the Catholic faith and are able to express them. For example, when discussing the school's mission statement, a pupil in upper Key Stage 2 used his knowledge of the Beatitudes to show how the mission is a vision for a way of life, following Christ's footsteps. During the inspection pupils spoke of their enjoyment of learning about the Catholic faith and the religious beliefs of others. Those from other faith backgrounds say they are able to share their beliefs with their peers.

Baseline data shows that the majority of pupils have average starting points on entry to school. The school has thoroughly monitored the progress and attainment of all groups of pupils. Analysis of data for the last three years shows that standards of attainment in RE are high across the school and at least in line with the high standards in English at the end of Key Stage 2. Almost all pupils, including boys and girls, Catholics and those other than Catholic and pupils with special educational needs and/or disabilities (SEND) across the school, make at least expected progress and a significant number make more than expected progress.

The school judgement is that leadership and management of the RE curriculum are good: inspection confirms this judgement and adds that some aspects are outstanding.

The headteacher has a very accurate picture of the quality of monitoring and evaluation of RE and is clear about the improvements needed. Strategies for monitoring, assessing and tracking are in place and are beginning to have a positive impact on pupils' learning, progress and standards. Leaders recognise the need for these monitoring procedures to continue to develop until they are firmly embedded. The headteacher and the RE subject leader have carried out a thorough analysis of data and devised an action plan which identifies key areas for improvement. Adding specific timescales to this action plan will assist governors in monitoring the impact of specific actions on the outcomes for pupils.

The RE subject leader is passionate about her role in school and shares the headteacher's vision of how good the provision for RE can be. She provides effective support for staff in the delivery, resourcing and assessment of the subject. Staff value the support they are given from both the RE subject leader and from the headteacher. The RE subject leader maintains a useful portfolio of assessed pieces of work which have been moderated by Diocesan colleagues.

The school judges that the quality of provision in Religious Education is good: inspection confirms this, adding that some aspects are excellent.

Teachers' planning for RE ensures that lessons build on prior learning and meet the needs of all pupils. Teachers are beginning to use the Religious Education Curriculum Directory as a useful starting point and they are becoming confident in using more creative approaches, for example, all pupils were involved in a World War I project which had a strong RE focus. The pupil outcomes, including work displayed, were very good. Some teachers feel that this creative approach to teaching RE 'has added depth and relevance to the RE curriculum.' The curriculum meets the requirements of The Bishops' Conference and of all pupils. It is responsive to the context and variation of faith backgrounds in the school population.

Teaching is effective in ensuring that pupils maintain enthusiasm about their learning and make good progress in both attainment targets (ATs): AT1 (learning about religion) and AT2 (learning from religion). In a lesson observed in Key Stage 1, which was clearly built on prior learning, the teacher made good use of questioning to extend pupils' learning.

In a Key Stage 2 lesson, pupils were helped to develop their religious vocabulary and guided to use it in their answers. Across the school, there is good evidence of tasks being planned to meet the different pupil needs and, as a consequence, they enable almost all pupils to make good progress.

Display is excellent and is used well by teachers to reflect learning and to provide support for children in their RE lessons.

The marking of pupil's work in RE is generally good; teachers guide their pupils to reflect on how well they have done and what they need to do in order to improve further. The headteacher recognises that, in order to be effective in helping all pupils to measure their own progress and improve their work, there should be greater consistency of practice in marking across the whole school.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
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. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<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	1	2	2	2