

**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Clare's Catholic Primary School  
Preston**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

<b>School:</b>	St Clare's Catholic Primary School
<b>Address:</b>	Sharoe Green Lane, Fulwood, Preston, PR2 9HH
<b>Telephone Number:</b>	01772 719604
<b>Email Address:</b>	head@st-clares.lancs.sch.uk
<b>School URN:</b>	119587
<b>Headteacher:</b>	Mrs Anne Charnley
<b>Chair of Governors:</b>	Miss Janet Metcalf
<b>Lead Inspector:</b>	Mr Chris Wilkins
<b>Team Inspector:</b>	Mrs Nerissa Nicholas
<b>Date of Inspection:</b>	7 <sup>th</sup> June 2016

## INFORMATION ABOUT THE SCHOOL

St Clare's Catholic Primary School is an average sized primary school in Preston in the Diocese of Lancaster serving the parishes of St Clare's and St Mary's Fernyhalgh.

The majority of pupils are of white British heritage but a significant number are from other backgrounds including British Asian.

The proportion of pupils eligible for free school meals at 2% is much lower than the national average.

The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is 1.5% and is below the national average. The proportion supported through school action is 1% and is well below the national average.

The proportion of pupils deemed disadvantaged, those supported through the pupil premium, is below average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals or those children in the care of the local authority.

The headteacher, deputy headteacher and R.E subject leader have all joined the school since the last inspection.

PUPILS	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	37	34	34	37	34	35	35	246
Catholics on roll	26	28	28	30	27	27	26	192
Other Christian denomination	4	2	3	2	4	1	2	18
Other faith background	4	4	3	5	3	5	5	29
No religious affiliation	3	1	0	0	0	3	2	7
No of learners from ethnic groups	8	5	11	9	7	10	11	52
Total on SEN Register	1	0	2	2	3	1	1	10
Total with Statements of SEN	0	0	2	2	0	0	0	4

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
St Clare's	128
St Mary's Fernyhalgh	5

<b>TEACHING TIME FOR RE</b>	<b>R</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
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%

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

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

<b>STAFFING</b>	
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	0

<b>ORGANISATION</b>	
Published admission number	36
Number of classes	8
Average class size KS1	26
Average class size KS2	36

<b>EXPENDITURE (£)</b>	<b>Last financial year 2014-15</b>	<b>Current financial year 2015-16</b>	<b>Next financial year 2016-17</b>
Total expenditure on teaching and learning resources	16100	16000	16000
RE Curriculum allowance from above	1000	1000	1000
English Curriculum allowance from above	1200	1500	1500
Total CPD budget	8100	8600	9070
RE allocation for CPD	515	530	550

<b>How the school has developed since the last inspection</b>
<p>Rigorous monitoring and training have led to a rise in standards in curriculum RE and they are now in line with those attained by pupils in other core subjects.</p> <p>Staff and governors have developed and evaluated a bespoke RE curriculum which ensures effective learning for pupils.</p> <p>Significant training has ensured that staff are confident in planning challenging tasks which has resulted in more able pupils achieving higher levels of attainment.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

1

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

### KEY FINDINGS

St Clare's is an outstanding example of a successful school, which is committed to high academic achievement and the holistic development of the pupils. The school has many strengths.

The highly effective headteacher is an excellent leader. She has a clear vision of Catholic education and has quickly developed a strong and cohesive staff team. She is well supported by the governors who are well informed and knowledgeable about the strengths and needs of the school.

The Catholic Life of the school is outstanding. Pupils are rightly proud to be members of St Clare's. Their behaviour reflects an embedded understanding of the worth of each individual. Pupils relish their involvement in charity work and make insightful links between their learning and life as members of God's family.

The Prayer and liturgy provided by the school is outstanding. The headteacher, staff and RE subject leader provide inspiration to those around them and this has a direct impact on the atmosphere within the school. The school has an unstinting focus on continually developing pupils' spirituality and experience of worship.

The Religious Education provided by the school is excellent. Standards in Religious Education are high because of well-planned lessons and effective assessment procedures. The school's monitoring cycle has improved since the last inspection.

The committed and enthusiastic staff, (both teaching and support staff), have great pride in their school, and work hard to ensure that all the pupils enjoy school, make progress and achieve well. The spiritual life of the school is very strong and is apparent in all they do.

Excellent teaching and learning, high expectations of the pupils and a calm and friendly environment further enhance the pupils' experiences in school.

Pupils are polite, friendly and respectful and clearly proud of their school. They are extremely well-behaved and are very considerate of each other. They feel safe, happy and well cared for in school. The older pupils are very caring and supportive of the younger children. One child said "The teachers teach us and we pass it on to younger children so that we share our knowledge with God's family"

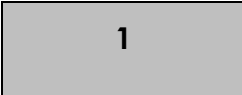
Parents are overwhelmingly supportive and involved in the life of the school. They value the staff and the care they take of the pupils.

### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- Embed the rigorous monitoring systems that are in place and developing well.
- Enable pupils to further increase their knowledge and skills through consistency of approach to feedback and use of pupil targets.
- Work with parents to encourage pupil participation in Sunday Mass and Parish life.

### **CAPACITY FOR SUSTAINED IMPROVEMENT**



All the issues from the previous inspection have been addressed and any areas for development have been identified. Experienced, committed and knowledgeable governors hold leaders to account effectively. They are clear in their vision for the development of the school. The strong leadership and supportive staff team ensure that the school has an excellent capacity to continue to improve.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- 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

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Pupils are rightly proud to be members of St Clare's Catholic Primary School. They have an excellent understanding of the school's ethos and talk confidently about the school. One child summed up pupil views. "We are helped to bond together as a school family and we are encouraged to reach our full potential in everything that we do."

Pupils feel fully involved in the school's mission and have a deep understanding of what it means for each one of them. They benefit greatly from the fact that this shared ethos is the driving force in all that the school does.

There is an emphasis in the school on each individual child and their whole development, particularly in relation to pastoral care. As a result, pupils are happy, confident and secure in their spiritual and emotional growth.

The behaviour of pupils is exemplary at all times. Pupils are responsive to the needs of others within and beyond the school community. In relation to their age, they show an ability to listen, to challenge courteously and to respect difference of opinion. This was evident in a Year 5 lesson in which, 'Call to Faith – Call to action' was being discussed. They demonstrated a high level of respect for each other's opinion and response, whilst being confident in their own beliefs.

Pupils take a leading role in activities which promote the school's ethos within school and in the wider community. They are active in local, national and international fundraising initiatives, including CAFOD, Barnardos and Fox Street Homeless Shelter, a local charity helping local people. They see it as their duty and responsibility to use their gifts for the good of others and they do so with enthusiasm. The school also supports Hodovo in Bosnia with the parish of St Clare's. This provides help and funds to a school in Bosnia which some of the pupils have visited. This gave them a better understanding of a community outside their local area. Older pupils talk about their desire to be even more involved in the Parish at Sunday Mass.

All stakeholders recognise the value of the school's mission statement as a result of it being explicit in all aspects of school life; visually around the school, in governors' minutes and in discussions with pupils. Furthermore, it is evident in the strength and quality of relationships at all levels.

The care, guidance and support of pupils are outstanding and are something that both pupils and parents speak of extremely highly. This is a particular strength of St

Clare's and is modelled so well to the pupils that they follow it. One child said "We don't just help children physically, we also help them with their faith."

Policies relating to behaviour and wellbeing of pupils are rooted in Gospel values and in the teaching of the Catholic Church. There is a collective understanding of the need for excellent behaviour and pupils are provided with clear and consistent direction and support which they embrace and share willingly. This results in a lovely working atmosphere around the school and in all lessons.

School leadership at all levels is deeply committed to the Church's mission. The headteacher in particular is an inspirational role model with a commitment to the mission of the Church. Her commitment to giving every child the best start in life, academically, spiritually, as well as helping them to be good citizens, which is a notable strength of the school.

Provision for the Catholic Life of the school is given the highest possible priority by leaders. This is shown in the school's self-evaluation which is a reflection of good quality monitoring and analysis. Governors are clear about their important role in developing this provision. One governor expressed this when he said; "We look to appoint good practising Catholics with academic rigour, spirituality and understanding of the faith." Governors are passionate about the school's mission and are highly visible within the school, leading by example.

The school ensures that the pupils have opportunities to work and worship collaboratively with others, for example, in a joint Advent Service with Corpus Christi Catholic High School.



## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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

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Excellent teaching over time has given pupils an inherent ability to use and interpret Scripture and to imply and infer its relevance to their everyday lives. In a Year 5 lesson observed during the inspection, pupils were able to confidently debate an issue making reference to Bible stories. The excellent quality of work produced stemmed from a teacher who openly shared her own faith knowledge with the pupils and had high expectations of them.

Pupils show a real love and enjoyment of RE. In a creative and well-resourced Year 2 lesson, the children were able to use prior learning about a range of Bible stories to work as a team to identify the theme of each story and come up with examples from their own lives related to the themes. The task enabled the children to achieve well.

In lessons, pupils remain fully engaged and work to a high level. They show a thorough knowledge and good understanding of the faith and use religious language confidently in discussions. They confidently relate the Bible stories they learn about to their own lives.

All pupils across the age range talked with obvious passion about their love of RE and their involvement in the Catholic Life of the school. The older pupils clearly take on responsibility for shaping the Catholic Life of the school and are fully engaged with it. They talk with great sincerity and honesty about the central place of prayer and liturgy and RE in their daily lives in school. They use their religious vocabulary confidently and with understanding.

Prayer and liturgy is truly central to the Catholic Life of the school. Pupils show an impressive confidence in shaping and leading prayer and liturgy both within classes and with the whole school. Older pupils clearly enjoy the responsibility of sharing their faith with the younger children and helping to engage them with the Catholic Life of the school. For example, Year 3 pupils talked about planning prayer and liturgy for the reception class to share. Their ability to do this comes from the excellent religious education they continue to receive.

The pupils are excellent role models. The Year 6 prayer group meet daily and invite younger children to come along during their lunch hour and join them in 'Peaceful Prayer Time.' They plan these prayer sessions independently and are able to use

Lectio Divina with growing confidence to help the children engage with the scripture.

Work in pupils' books shows clear progression from Early Years through to Year 6 and by the end of Key Stage 2; children are working to a high standard.

Teachers are clearly planning engaging and creative lessons in RE and this shows in the children's enthusiasm for RE and in the progress they make. For example, the children talked with great enthusiasm about Holy Week and the 'crime scene' activities linked to the Easter story which had been set up around school for them to explore. The school is working to ensure that a consistent approach to marking and use of pupil targets enables pupils to make even better progress.

There is evidence of work related to other faiths (Islam and Judaism) and pupils talk enthusiastically about this. The work has obviously left a lasting impression.

The RE subject leader serves as an inspiration for staff in terms of his enthusiasm, creativity and passion for developing RE across the school. The support he provides is clearly highly valued and appreciated by staff and is helping to maintain the outstanding provision whilst also striving to further develop and enrich RE.

In a short space of time since he was appointed, he has done a great deal of work to develop the curriculum for RE. Following consultation with staff, a new curriculum has now been developed which better meets the needs of the children and is helping to embed a creative, exciting approach to curriculum RE. A new baseline assessment has also been put in place. These developments are beginning to become embedded in the school.

Maintaining the existing outstanding provision for RE and the Catholic Life of the school is clearly of central importance to the leadership of the school. There are excellent relationships between school leaders, governors and parish priest.

Monitoring of RE is thorough and well planned ensuring that the subject leader, and indeed all staff, have an accurate knowledge of the standard of provision and attainment in RE across the school with a clear understanding of where they can develop further. There is a clear commitment to continuing to develop RE and next steps have already been identified for the next academic year.

When pupils were discussing their work they demonstrated an excellent understanding of the Catholic faith and of the Mass. Pupils enjoy RE and see it as central to everything they do in school. Pupils benefit from the full engagement in various events such as links with Hodovo, attendance at Mass and whole school spiritual foci such as the "Are possessions more important than people?" debate.

Father Loughran is a regular visitor to the school and he knows the children and their families. His involvement is valued and appreciated by all members of the school community and his visits are eagerly anticipated by the children.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>