



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Mary's Catholic Primary School,  
Kells**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

<b>School:</b>	St. Mary's Catholic Primary School
<b>Address:</b>	High Road, Kells, Whitehaven, Cumbria CA28 9PG
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<b>School URN:</b>	112353
<b>Head teacher:</b>	Mrs Susan Starkie
<b>Chair of Governors:</b>	Mr Robert Goulding
<b>Lead Inspector:</b>	Mrs Mia Barlow
<b>Team Inspector:</b>	Mrs Sheryl Slack
<b>Date of Inspection:</b>	22 <sup>nd</sup> April 2015

## INFORMATION ABOUT THE SCHOOL

St. Mary's Catholic Primary School is a one form entry voluntary aided school which caters for the 4 to 11 age range. Part-time Nursery provision is offered from the age of 3 in the Foundation Stage Unit. It is a smaller than average primary school, although numbers are rising, currently there are 199 pupils on roll with a slightly higher percentage of girls to boys. At present 45% of pupils are known to be eligible for Free School Meals, almost twice the national average. The percentage of pupils supported at school action is 16%, higher than the national average; while the number supported by school action plus or who have a statement of special educational needs is 4.0%, lower than the national average.

PUPILS	N a.m.	N p.m.	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Total
Number on roll	28	6	22	27	27	24	25	27	22	208
Catholics on roll	18	3	10	22	15	19	19	16	18	140
Other Christian denomination	3	1	2	1	5	3	5	7	4	31
Other faith background	0	0	0	0	0	1	0	1	0	2
No religious affiliation	7	2	10	4	7	1	1	3	0	35
No of learners from ethnic groups	1	2	0	0	0	0	1	3	2	9
Total on SEN Register	1	0	3	4	3	2	1	3	2	19
Total with Statements of SEN	0	0	0	1	0	0	0	1	0	2

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.36			

## PARISHES SERVED BY THE SCHOOL

Name of Parish
St. Mary's, Kells

TEACHING TIME FOR RE	Foundation Stage (R)	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Total
Total teaching time (Hours)	2hrs 30 m	2hrs 30 m	2hrs 30 m	2hrs 40 m	2hrs 40 m	2hrs 40 m	2hrs 40 m	2hrs 25 m
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Total
Total teaching time (Hours)	8	8	9.5	8	8	8	8.5	8.2
% of teaching time	30	30	36	28	28	28	32	30

TEACHING TIME FOR MATHS	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Total
Total teaching time (Hours)	8.25	6	6	6	6	6	6	6.3
% of teaching time	31	23	23	21	21	21	21	23

<b>STAFFING</b>	
Full-time teachers	8
Part-time teachers	2
Total full-time equivalent (FTE)	9
Classroom Support assistants	8
Percentage of Catholic teachers FTE	80%
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing (SLA with SMCC)	0

<b>ORGANISATION</b>	
Published admission number	25
Number of classes	8
Average class size KS1	27
Average class size KS2	25

<b>EXPENDITURE (£)</b>	<b>Last financial year 2013/14</b>	<b>Current financial year 2014/15</b>	<b>Next financial year 2015/16</b>
Total expenditure on teaching and learning resources	18 000	20 000	22 000
RE Curriculum allowance from above	1000	1500	1000
English Curriculum allowance from above	1000	1500	1000
Total CPD budget	12 000	10 000	10 000
RE allocation for CPD	2000	1500	1500

<b>How the school has developed since the last inspection</b>
<ul style="list-style-type: none"> <li>• Provided a wealth of opportunities for pupils to visit places of worship of other Christian denominations and other world faiths.</li> <li>• Developed assessment opportunities for the higher ability groups in all classes, which has had a very positive effect on progress.</li> <li>• Further developed curriculum and friendship links with other schools locally and nationally.</li> </ul>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

1

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

### KEY FINDINGS

St. Mary's is an outstanding Catholic school. Staff, pupils, parents and governors justifiably speak with great pride about their school, describing how everyone is part of a team who are all equally committed to providing the very best for the pupils. There is a shared drive for continuous improvement. At St. Mary's, there is an excitement and energy, which along with rigorous self-evaluation and monitoring, results in outstanding provision of RE for all pupils. The Catholic ethos is treasured by staff, governors and pupils alike. Pupils speak with great confidence about how together they "walk in the footsteps of Jesus." Leaders and managers effectively promote the Catholic life of the school, through the example they set and their focus on keeping Christ at the centre of all that they do. Their self-evaluation is both accurate and reflective and leads to continuous improvement. Governors are committed and well informed; they are involved in many aspects of school life, offering both challenge and support to further develop the Catholic life of the school. Prayer is central to the school and clearly is very important to pupils. Even the youngest children are able to talk about traditional prayers. Pupils in Key Stage 2 describe the importance of prayer as a time to "settle troubles; reflect on the day and to be calm in God's presence."

Pupils report that they enjoy Religious Education (RE) and can speak confidently about the importance of their faith. They make excellent progress in RE, which is demonstrated by the very high quality of work in their books and their high level of religious literacy. Pupils in Year 6, speak confidently about Catholic social teaching, the common good, the Beatitudes and Gospel values. Leaders and managers have very effective monitoring systems in place. The RE subject leader has great passion, drive, skills and knowledge, which is used to continually improve progress. Staff are well supported by senior leaders; this support along with the wealth of professional development opportunities is a great strength of the school.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

The school has an excellent capacity for sustained improvement due to the commitment of staff and governors, accurate and reflective self – evaluation, and a continuous drive for improvement that is evident throughout the school.

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

To improve further the school needs to:

Continue to develop parental involvement in RE with the school by:

- Discovering what types of communication parents find most useful and increasing their involvement in the pupil-led prayer and liturgy.

Further increase the number of FSM pupils (pupils in receipt of free school meals) who achieve the most challenging targets through:

- Continuing to identify and track the progress of these pupils
- Continuing to set them challenging targets
- Continuing to provide them with appropriate support and challenge.

## 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

Pupils place very high importance on the Catholic life of the school, describing how as a family, everyone walks together, following Jesus, showing respect and dignity to everyone. They have a very strong sense of belonging and say that they have a responsibility to make sure that “St. Mary’s is a “truly Catholic school.” Pupils speak with passion about the importance of forgiveness, kindness and social justice. Pupils in all key stages speak confidently and with understanding about the school’s mission.

Many pupils take on responsibilities in school beyond lessons; they lead prayer and liturgy, and are committed to leading and taking responsibility for activities in the wider community. Examples include: composing and leading prayers in St. Mary’s church and organising carol singing at the local supermarket, because they want to give something back to the community. They raise funds for many charities including Cafod, Water Aid, Winston’s Wish and the Salvation Army.

Pupils show great reverence and respect during times of prayer and liturgy, demonstrating deep thought and heartfelt responses. This begins in the Foundation Stage where children are able to listen, contribute and reflect during prayer showing a sense of awe, wonder and spirituality. Pupils in Key Stage 1 take on increasing responsibility within prayer and liturgy creating an ethos of mutual respect. As pupils progress through Key Stage 2 they become very skilled at planning and leading prayer and liturgy. Pupils act with integrity, creating a spiritual atmosphere and prayer and liturgy clearly helps them to grow in their faith. Prayer is very important to the pupils and they see it as a vital part of their school life.

The commitment of governors and school leaders to the Church’s mission is outstanding. Staff report that the senior leaders are excellent role models. The head teacher, who is deeply committed to making a difference in the pupils’ lives, speaks with great passion about providing the children with every opportunity to achieve and to grow in faith. Priorities are set through rigorous self-evaluation, where governors hold the school to account for its Catholic life. Pupils have an exceptionally clear understanding of the schools mission and feel that they too have a responsibility to develop this. They are able to speak confidently about how their beliefs are reflected in their actions. One pupil, when discussing how it can be hard to forgive at times, stated that “we are followers of

Jesus, and he forgave – so we must follow in his footsteps and forgive others.” 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.

Christ is at the centre of the school community, and this is reflected in the way that staff and pupils support each other and in the atmosphere of trust and respect that is so evident. The learning environment confirms that the Catholic faith is central to the school.

A wealth of opportunities are provided for staff and pupils to grow in faith, for example through professional development, and undertaking the CCRS (Catholic Certificate of Religious Studies). Staff pray together and provide a wide variety of opportunities for pupils to take part in and to lead prayer and liturgy. Many opportunities are provided for parents, parishioners and other members of the school community to be involved in the Catholic life of the school. This could be developed further by involving them even more in the child led prayer and liturgy.

## 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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Pupils report that they enjoy RE and this was confirmed during the inspection where it was clear that pupils were totally engaged and highly motivated in the lessons observed. Pupils 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. Older pupils are able to find Bible references that show them how Jesus wants us to look after others.

Children enter the Foundation Stage with knowledge and experience of RE well below that expected for their age. However, they make rapid progress and by the time they enter Key Stage 1 many children's attainment is almost in line with national expectations. Good progress in Key Stage 1 results in the vast majority of pupils entering Key Stage 2 in line with or exceeding national expectations in attainment in RE. This rapid progress continues throughout Key Stage 2 and by the end of the key stage, pupils attainment is generally above expectations with many children achieving beyond age related expectations. The progress of all groups of children including the very able, those with special needs and boys and girls, is very good.

Governors and school leaders inspire others and ensure that staff share their clear and enthusiastic vision and commitment to RE. The curriculum meets all the requirements of the national Curriculum Directory. 'The Way, The Truth and The Life' is the main RE scheme and school leaders supplement this with a wide range of other teaching and learning opportunities to add breadth, balance and to engage all pupils. Good coverage of other Christian denominations and other world faiths is also provided within the curriculum. Monitoring of both the curriculum and the quality of teaching is outstanding. Leaders and managers observe lessons, scrutinise planning and pupils' work, and also seek pupils' opinions about learning in RE. This rigorous monitoring is then used to provide both verbal and written feedback to staff, and to inform future development plans. There is a culture among staff of sharing, supporting and facing challenges together. Staff report that in the school family it is "We, not I," and speak passionately of the huge impact that the collaborative culture has on providing the very best for pupils. Leaders of the subject model excellent practice and this results in a continuous drive to provide the best possible experiences for every pupil. Through careful tracking, pupils requiring additional support or challenge are clearly identified and

targeted. Pupil progress in RE is regularly reported to governors where the progress of particular groups is highlighted. Tracking shows that the progress of all groups of pupils including those with special educational needs and pupils in receipt of pupil premium is at least good with many pupils exceeding expectations. School leaders have identified that FSM pupils make good progress but in some cohorts do not achieve the most challenging targets. There is an action plan in place to further develop this. This good progress across all groups is a result of effective planning, high quality teaching, focused assessment opportunities and highly motivated pupils.

The RE curriculum provides a wealth of opportunities for spiritual and moral development. Teachers' excellent subject knowledge contributes to the pupils making excellent progress as learners. During the inspection, outstanding lessons were observed in both year 2 and year 6; pupils were challenged, supported and completely engaged in their learning. Excellent relationships between staff and pupils, along with the in-depth knowledge that teachers have of their pupils contribute to the inspiring learning culture within the school. High quality assessment, marking and feedback are used consistently across the school and this leads to outstanding progress. There are many examples of marking and feedback being used to add additional challenge to pupils who report that teachers always show them how to improve. Pupils are excited by the challenge of moving on and progressing. Pupils say that there is nothing that needs to be done to make their learning in RE any better, stating that they are "educated to the very best of their ability."

## 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>