



St Mary's Catholic Primary School

URN: 150081

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

02–03 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has responded to areas for improvement identified in the last inspection.

What the school does well

- Dedicated leaders at St Mary's are determined to secure the best possible provision and educational experience for their pupils.
- The school values staff who are highly committed to furthering their own development and implementing priorities effectively throughout the school.
- Pupils at St Mary's live by the school's mission and values of 'kindness, tolerance, friendship, positivity and aiming high.'
- St Mary's cares, shows consideration and love for every person within the school community and strives to offer the best opportunities for all.

What the school needs to improve

- Pupil's learning
 - To ensure that measured standards, in relation to age related expectations at the end of each school year, are rising for each class; and are reflected in clear outcomes from feedback to pupils in all lessons and a consistency of high quality teaching throughout the school.
- Prayer and Liturgy
 - To broaden the range of opportunities and forms of prayer which are pupil-led, in order to more clearly enhance every pupil's experience of prayer.
- Links with parents
 - To ensure that every parent feels welcomed into the school and has the opportunity to engage with religious opportunities throughout the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

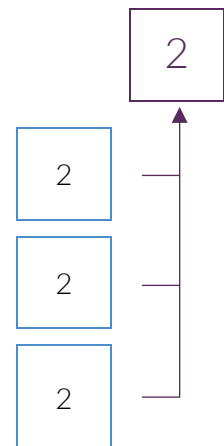
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils and staff highly value the Catholic Life and Mission of this school. Pupils feel that they are valued and many speak about the positive impact that St Mary's has had upon their lives. They are respectful of themselves and others; and are able to speak with confidence about the impact that they have been able to have upon their own and others' lives, following the example that Jesus sets for them. Pupils are involved in some activities which respond to the demands of Catholic Social Teaching and are keen to develop these roles further. The majority of pupils demonstrate respect for themselves and for others and as a result of this, behaviour in school is generally at least good.

Pupils are aware of their school mission statement, 'Learn and grow together in Christ'; and the St Mary's school values, inspired by the words of Jesus, have a positive and visible impact upon the school. Christ is at the heart of this school which is demonstrated by the welcome and love shown to every member of this Catholic community. The needs of every pupil are considered, supported and nurtured. Staff are role models for pupils who bear witness to the school's Catholic life and mission and they clearly demonstrate their love, care and commitment to their pupils. There is an explicit commitment to care for the most vulnerable within this community. The 'Seeds and Gardeners' programme is highly valued by pupils and parents because of its key nurturing impact in supporting pupil understanding of values in practice. Aspects of the school environment have been extensively developed to reflect the mission and identity of the school's Catholic character. There are opportunities for the spiritual and moral development of pupils and staff, which the school recognises can be developed further over time.

Leaders are clear about the school's mission and are guardians of the Catholic life and mission of the school. They ensure that Christ is at the centre of St Mary's. Catholic life and mission is a

clear priority for all and is the centre of their identity. Leaders, and particularly school governors, articulate clearly how they are living the Church's mission in education and are thorough in evaluating their role in this mission. The parish priest is a welcome visitor to the school, who is seen as a 'friend' and is influential in the development of the faith life and formation of pupils. Leaders are complemented by staff for the high level of support they offer, alongside their approachability, which contributes significantly towards the welcome that pupils and families experience on a daily basis. St Mary's is committed to providing good pastoral care for staff who feel that they are valued, respected and well supported. There is clear evidence of professional development, focussed on the Catholic life and mission of the school, which is well planned and effective, leading to the shaping and development of strategy and action throughout the school. All staff, particularly those new to the school feel that they are well supported to enable them to participate in and contribute to the faith life of the school and it's pupils and families. Governors are committed and contribute effectively to the strategic faith dimension of developments at St Mary's. They challenge the school effectively whilst offering a high level of support. Parents commented about the approachability of staff, particularly when supporting those children and families most in need and particularly in enabling children with additional needs to flourish. Staff are extremely proactive in responding to the needs of the whole school community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

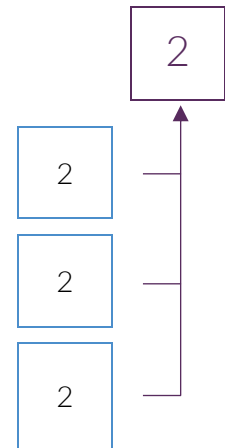
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils make good progress in religious education over time and are able to demonstrate that they know, remember and do more. Leaders are aware that further work must to be completed to raise the overall attainment of pupils so that the number of pupils ending each academic year in line or above age related expectations is increased. Current attainment in religious education is at least in line or above attainment in other curriculum areas. Pupils speak with confidence, however learning is, at times, only enhanced through direct questioning and support. Pupils demonstrate regularly that they are able to ask good questions of adults and peers, which deepens learning. Pupils require further independence, particularly when interpreting and developing their knowledge and understanding from self- or teacher- assessment. Pupils are generally able to work independently and remain focussed for extended periods of time, however there needs to be further development of the pupil's ability to transfer between verbal and written activities. Presentation in books is generally at least good and shows progression and development for pupils over time. There is evidence that creativity in teaching religious education is developing and that this is modelled effectively. Most pupils enjoy religious education, and as a result behaviour in lessons, and throughout the school is mostly at least good.

Typically, teachers are confident in subject knowledge and teaching is generally at least good. The school have effectively adapted the 'Come and See' scheme of work to be relevant to the experience and ability of their pupils to support most pupils to learn well. Teachers are highly committed to the value of religious education and their communication with pupils and the wider school community is effective. Teachers use questioning to assess the level of understanding of their pupils and clear explanations given add to this level of understanding. Most pupils are able, when prompted, to explain what they need to do in order to make progress with their learning.

Celebration of pupil achievement directly motivates pupils to succeed. Adult support in the classroom is used effectively to target the needs of all pupils, particularly those most vulnerable and in most need of additional support to be able to fully access the curriculum. There are a range of tasks offered to pupils which enhance learning opportunities and promote full engagement in learning. Plentiful resources are available to support pupil's learning.

The inspiring and dedicated subject leader is highly committed to the development of religious education throughout the school and has a clear vision for how this will be achieved. Religious education is given a high priority in all aspects of the school, and high quality continuous professional development and self-evaluation leads to improvement throughout the school. The curriculum is sequentially planned to offer opportunities for learners to progress. The needs of all learners, particularly those with special educational needs, are effectively planned for to allow full access to the curriculum for every pupil. Self-evaluation informs the school's planning and development for the next steps which they are required to take in order to improve further. There is clear evidence of the effective, supportive and challenging role offered by the governing body, especially the religious education governor. There is clear evidence that leaders at all levels highly value religious education in the school and strive to offer the very best opportunities for their pupils.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils at St Mary's willingly engage with prayer and liturgy which is well aligned to the liturgical year. Music is used effectively to enhance the experience of prayer in each class. Pupils work well with others and all pupils are active participants through staff support and guidance. Within classes, scripture and reflection are used regularly and relate well to the theme being delivered. Pupils speak clearly about their involvement in offering prayer opportunities to others and take great pride in this aspect of their leadership. Pupils speak enthusiastically about how their prayers can influence and support others and the opportunities that they have been given to demonstrate this.

Prayer is central to the daily rhythm of school life. Scripture is used regularly and is a central focal point for prayer and liturgy. Staff are role models of good practice. There is clear evidence that support and development has been put in place for staff, linked to the Prayer and Liturgy Directory, but this now requires further development to ensure that planned activities are fully appropriate for the age, ability and experience of the pupils who are experiencing prayer. Whilst the current offer is meaningful for pupils, there is a need to ensure that pace is maintained to ensure that pupils remain focussed throughout the session and that the experience of prayer is not diminished for any pupils. Prayer spaces in all classes are prominent and a dedicated chapel has been established and is increasingly used. Pupils spoke about the chapel being a 'special place' and identified their hope that there will be greater opportunity for them to access this more regularly. The school seeks to work with parents and the parish community, especially through the sacramental programme, however there are opportunities for these links to be developed further and to be highly valued.

St Mary's has an effective policy for prayer and liturgy based upon 'To love You more dearly.' This requires further development in order to be fully implemented in every year group to ensure

that a wide range of truly prayerful activities are being offered for every pupil. Leaders have assisted staff to be confident in planning and organising experiences of prayer and liturgy which lead to a good level of pupil engagement and experience that is accessible to all learners. Pupils with additional needs are supported particularly effectively to fully engage with prayer. There are opportunities throughout the year to celebrate the Eucharist and significant moments for the school are celebrated. The celebration of Mass is enjoyed by pupils at St Mary's who spoke about their enjoyment in meeting their parish priest and 'getting to know more about God'. Leaders are clear about the next steps that are required for development and there is clear evidence that they regularly review the quality and impact of prayer as part of the school's self-evaluation cycle. Professional development has been planned and delivered to help support staff confidence in this area.

Information about the school

Full name of school	St Mary's RC Primary School, a Voluntary Academy
School unique reference number (URN)	150081
School DfE Number (LAESTAB)	8883980
Full postal address of the school	Holcombe Drive, Burnley, Lancashire, BB10 4BH
School phone number	01282427546
Headteacher	Ian Jones
Chair of governors	Christina Bradley
School Website	www.st-marys-burnley.lancs.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Romero Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	24 th April 2018
Previous denominational inspection grade	Requires Improvement

The inspection team

Carl McIver
Anne Marie Bell

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement