



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St John's Catholic Primary School
Poulton-le-Fylde**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	St John's Catholic Primary School
Address:	Breck Road Poulton-le-Fylde FY6 7HT
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School URN:	119631
Headteacher:	Mrs Gillian Hodgson
Chair of Governors:	Mrs Jayne Clark
Lead Inspector:	Mrs Rachel Ballard
Team Inspector:	Mrs Frances Wygladala
Date of Inspection:	20th November 2018

INFORMATION ABOUT THE SCHOOL

St John's Catholic Primary School is a smaller than average sized voluntary aided primary school situated in Poulton-le-Fylde, Lancashire. The school mainly serves the parish of St John the Evangelist and the parishes of English Martyrs and St Francis, Hambleton.

Most pupils are of White British heritage, with a small proportion of pupils from other faith backgrounds. Just over half of the pupils are baptised Catholics.

The school has below the average number of pupils with special needs and a low number of pupils that receive free school meals. The proportion of pupils with learning difficulties and/or disabilities is increasing.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	29	30	30	30	30	27	30	206
Catholics on roll	16	16	22	18	17	20	16	125
Other Christian denomination	6	7	5	8	9	4	8	47
Other faith background	1	1	1	0	0	1	1	5
No religious affiliation	6	6	2	4	4	2	6	30
No of learners from ethnic groups	2	3	3	2	2	5	0	17
Total on SEN Register	0	1	2	6	6	3	1	19
Total with Statements of SEN	0	0	0	0	0	0	0	0

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St John's the Evangelist	61
English Martyrs	28
St Francis	1

TEACHING TIME FOR RE	YR	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	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25	25	25	20	20	20	20	

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25	25	25	20	20	20	20	

STAFFING	
Full-time teachers	8
Part-time teachers	1
Total full-time equivalent (FTE)	8.6
Classroom Support assistants	12
Percentage of Catholic teachers FTE	70%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0
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 2017-18	Current financial year 2018-19	Next financial year 2019-20
Total expenditure on teaching and learning resources	£31,546.87	£21,500	£18,000
RE Curriculum allowance from above	£2188.86	£400	£400
English Curriculum allowance from above	£879.00	£400	£400
Total CPD budget	£5596.50	£5050	£4000
RE allocation for CPD	£2475.00	£1815	£1650

How the school has developed since the last inspection
<p>Since the last inspection, the school has successfully addressed all priorities for improvement by developing their assessment systems to ensure that all groups of learners continue to make good progress. Leadership and management has been strengthened with the appointment of an experienced and knowledgeable RE governor. New governors and existing governors make a full contribution to the Catholic Life of the school and attend diocesan training and induction.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

KEY FINDINGS

St John's is an outstanding Catholic School, where the dedication and drive of the headteacher, staff and governors leads to continuous improvement and excellent outcomes for all pupils.

There is a calm and welcoming atmosphere and the pupils demonstrate this in interactions with each other, staff and visitors; consequently, their behaviour is outstanding. The pupils live out their one school rule of 'Love One Another' and this is evident with all groups of pupils. Display is excellent and is a celebration of the learning experiences and achievements of the pupils, as well as providing evidence of their learning and enjoyment of curriculum RE.

The whole school community has a strong sense of belonging to the Catholic faith. The staff work very effectively to ensure that Christ is at the centre of all they do, for example, the staff are skilled at guiding pupils in prayer and supporting their leadership in Prayer and Liturgy within their classes and then demonstrating this leadership in other classes. The school also celebrates a variety of liturgical events for pupils to engage in and to learn from.

The school's scheme of work, alongside the Curriculum Directory, fulfils the objectives from the Bishops' Conference and, since the last inspection, the school has further developed the pupils' understanding of world faiths with a variety of enriching activities in 'One World Week.' These include having visitors of other faiths and visits to places of worship.

Outcomes for pupils are excellent in curriculum RE, with no significant variation between any groups. Standards are very good and are in line with and sometimes above other subjects. Pupil books and moderation confirm this. Pupils make excellent progress from low starting points and attainment is high. Pupils talk with confidence about their RE lessons and can reflect on their learning.

The headteacher, subject leader and RE governor work together to closely monitor pupil progress in RE. Governors hold leaders to account for pupil progress and self-evaluation in religious education is consistent and rigorous.

Teaching is outstanding and is effective in enthusing pupils and ensuring that they learn extremely well. Teachers focus their planning on meeting the needs of all pupils and on raising standards. Marking is of a consistently good quality and helps pupils

understand in detail how to improve their work.

The school and the parish are working well together to form stronger links and have conducted a variety of activities that support pupils' faith development and learning in religious education. The Parish Priest is active within the school and is jointly planning with the staff the work that they will do for the Year of the Eucharist.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to develop stronger links with the parish by:
 - Further engaging in shared religious activities and events
 - Working closely with the clergy and parishes the school serves
- Provide opportunities to share pupil led liturgies by:
 - Working with local Catholic high schools' chaplaincy teams
 - Sharing liturgies with local Catholic primary schools
- Develop independent pupil led liturgies by:
 - Using the liturgy leaders as models for other pupils
 - Increasing the number of pupils that can become liturgy leaders across Key Stage 2

CAPACITY FOR SUSTAINED IMPROVEMENT

All priorities since the last inspection have been successfully addressed. The excellent leadership and commitment of staff and governors illustrates a capacity to improve further. The school's capacity for sustained improvement in all areas is outstanding because of rigorous and accurate self-evaluation leading to clear, challenging targets and appropriate priorities.

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 prepare and lead prayer and liturgy with confidence, they show high levels of reverence and respect and sing with great enthusiasm. They understand the importance of key celebrations in the liturgical year and share these with the parish and school community.

All classrooms had appropriate areas for Prayer and Liturgy that were vibrant, meaningful and accessible to the pupils. These areas reflected the liturgical colours and seasons. During inspection, most classrooms were paying respect to the 100-year anniversary of World War One and pupils had voluntarily written prayers for those that had lost their lives. Pupils are aware of the needs of others and seek justice for all within and beyond the school community. The school supports many different charities, for example pupils have a collection box in each area for the charity Mary's Meals and to date have collected enough money to feed over 400 children. Other charities including CAFOD, MacMillan and Shelterbox are supported throughout the year.

During inspection, pupils in Year 5 planned and led an act of worship in class, on the theme of love. They chose scripture, a hymn and prayers that enabled their peers to celebrate and reflect on who loves them, who do they love, how do you know you are loved? The class had prepared for a class Mass by studying the Gospel and choosing a hymn to sing. In Year 1 the Year 6 prayer leaders led the liturgy on faith, showing how to trust Jesus as your friend, asking the questions 'who do you trust and why?' They sang with great energy and enthusiasm. The Key Stage 2 pupils were great role models to the younger children, leading by example.

Every Monday the Liturgy Leaders, along with the RE leader, hold a lunchtime prayer liturgy that is based on the previous Sunday's Gospel. During inspection it was observed that many pupils chose to attend and participate enthusiastically with the liturgy leaders in learning what the Gospel is teaching us. More pupils would benefit from liturgy leaders training to further develop pupils' independence.

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

Governors ensure the Catholic mission of the school is at the heart of all school life. The promotion of Catholic values and principles by leaders and managers is outstanding. Gospel values underpin the work of the governing body and guide them in appointing staff, evaluating the work of the school and in ensuring the best possible outcomes for pupils. For example, the RE governor has supported the school on making links with the teachings of the Catholic Church in relation to Stewardship. This could be seen in the outstanding work of the Eco group. They demonstrated their knowledge of scripture and could articulate why it was important to God to be better stewards of the earth and more importantly encourage others to do so.

Governors are involved in many aspects of the day-to-day life of the school and are assigned to a class to follow their journey through their time at school. They participate in celebrating a variety of liturgical events such as Harvest, Mothering Sunday and Family Masses. The class governors also get invites to class Prayer and Liturgy.

Members of the parish are fulsome in their praise for the pupils. One parishioner wrote 'I leave Mass with such a glow for our future' in response to witnessing pupils' attitudes and behaviour in Mass. Another wrote, 'It is uplifting to see the pupils' reverence and enthusiastic participation with regards to responses and the Homily.' The parish and the school are now developing stronger links and are committed to continuing to nurture this.

The quality of provision for the Catholic Life of the school is outstanding. The governors are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. As a result, five teaching staff have gained the Catholic Certificate in Religious Studies (CCRS).

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 call from Jesus, to do kind and charitable works, helping those in need. Leaders have developed partnerships which make a positive contribution to the Catholic Life of the school and broaden children's experiences. For example, a link with a school in Preston has helped pupils to experience other cultures, to share their beliefs and to hear of the beliefs of others.

The headteacher has strong links with the local cluster of Catholic Primary and High schools and collaborates for several educational activities. The school would benefit from this collaboration to develop pupil led liturgy by working with the High schools' Chaplaincy team and developing opportunities for the Primary schools to share liturgies.

Staff are well supported by senior leaders and the many professional development opportunities. Foundation governors access annual training from the diocese to increase their understanding and effectiveness, working on behalf of the Bishop.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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

1

1

Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools'. Religious Education is at the centre of the school's curriculum and is given priority in improvement planning.

Pupils enjoy RE and have extremely positive attitudes towards their learning. They are enthusiastic and can remain on task when working independently. During inspection, pupils spoke of their enjoyment of learning about the Catholic faith and the religious beliefs of others. A pupil in lower Key Stage 2 was very enthusiastic about his learning about other faiths and could talk confidently about the similarities and differences between Judaism and Catholicism.

Standards of attainment in RE are excellent and compare well to learning in other subjects, often RE attainment being slightly above other subject areas and in line with English and Mathematics. From below average starting points on entry to school, all pupils including boys and girls, Catholics and those other than Catholic and pupils with special educational needs and/or disabilities (SEND), make excellent progress through all three key stages. This is largely due to the quality of teaching.

Monitoring and evaluation procedures of RE are outstanding. Leaders have successfully ensured that very effective monitoring, assessment and tracking systems are in place and are having a positive impact on pupils' learning, progress and standards. They accurately inform areas of both strength and development. Leaders use the school's tracking system to monitor the progress of different groups of pupils and effectively challenge school leaders on any issues.

The RE subject leader provides very good support for staff in the delivery, resourcing and assessment of curriculum RE. Staff value the support they are given and say it gives them confidence in their teaching of RE, particularly when new to the school. The RE subject leader maintains a portfolio of assessed pieces of work which have been moderated by Diocesan colleagues.

The quality of provision in Religious Education is outstanding. Teachers' planning for RE ensures that lessons build on prior learning and meet the needs of all pupils. Teachers use the Religious Education Curriculum Directory (RECD) and seek to

provide pupils with first hand activities and memorable learning experiences. During the inspection, pupils in the Reception class were excited to demonstrate that God gives us all gifts so that we can show his love to others. They could relate their actions to each other to God's commands. The teacher skilfully engaged the pupils with exciting resources to deliver this objective and the pupils' responses were outstanding.

The school deploys support staff very effectively and they regularly take part in the teaching of lessons. They make a significant contribution to the learning and progress of these pupils. During inspection, in the Year 6 class the teaching assistant helped the pupils to deepen their understanding about the work of Saint Oscar Romero through enabling the pupils to form meaningful questions during a hot seating activity. The excellent lesson on the Trinity witnessed in Year 2 during inspection utilised the skills of staff by differentiated activities with the class split into three and adults leading work on the Father, Son and Holy Spirit through writing, drama and art.

A good range of teaching styles, excellent questioning techniques, clear explanations and well-paced lessons ensure that most pupils maintain their enthusiasm about their learning and make good progress in attainment target one (learning about religion) and attainment target two (learning from religion). In a lesson observed in Year 6, the teacher checked regularly for understanding to monitor pupils' progress throughout the lesson. Pupils were helped to develop their religious vocabulary and guided to use it in their answers.

Marking is excellent and ensures that pupils know how well they have done as well as what they need to do to improve further. Teachers have become skilful in asking appropriate thought-provoking questions that enables the pupils to respond with a deeper understanding and, therefore, demonstrate their knowledge.

Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school and they are happy with the provision of RE in the 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	1
<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. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

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