



Catholic Schools Inspectorate inspection report for
**St Mary And St Andrew's Catholic Primary School,
 Barton Newsham**

URN: 119444

Carried out on behalf of the Right Rev. Paul Swarbrick, Bishop of Lancaster on:

Date: 7th and 8th June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- This is an outstanding Catholic school where pastoral care, including a commitment to those who are vulnerable, is of the highest quality.
- There are excellent links to the parishes.
- Relationships in school are excellent and reflect the school's mission and values.
- The quality of prayer and liturgy is outstanding across the whole school.
- Pupils' response to the demands of Catholic Social Teaching is excellent.

What the school needs to improve:

- Further develop and embed the marking policy, including 'stop/starts' during lessons so that pupils understand how well they are doing and what they need to do to improve their work in religious education.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

St Mary and St Andrew's is an outstanding Catholic school. Self-evaluation of the Catholic life of the school is rigorously planned, involves all members of school and is accurate.

Pupils know and understand the school's mission statement. At the beginning of each academic year, they are given time to reflect on its meaning for them personally, both as members of their school and of the wider community. The school prayer, which is known and prayed by all in school supports the mission statement. Pupils recognise that they are unique and made in the image and likeness of God. They say they feel secure and listened to in school.

Pupils understand that the school's values are based on the Beatitudes and they describe being part of a school family and a global family. They recognise the need to help and serve others and can articulate why we do this, skilfully linking their responses to scripture.

Behaviour and attitudes to learning are exemplary across the whole school. Pupils show a deep respect for the dignity of others, as well as a good understanding of religious and cultural differences. A wide range of visitors are invited into school to support and enhance understanding of other cultures.

Pupils' leadership is excellent because leaders have developed a clear plan for their increasing involvement in the Catholic life of the school across all age groups. For example, they take a leading role in organising many charitable events. They work with their families and with governors to communicate this work. One pupil has spoken to the parish about supporting Cafod, thus strengthening the school/parish link.

From the moment visitors enter the school, they are made to feel welcome. The school has a highly welcoming and extremely engaging Catholic environment. High quality displays reflect the ethos of the school. Each class has a prayer space, which has cloths in the liturgical colours and each space is well-resourced and maintained.

Relationships are outstanding across the whole school. The mission of the school was seen in every interaction during inspection. The school's commitment to pastoral care is outstanding. Pupils spoken to said, 'we know we can talk to adults in school. They take their time to talk to us and support us.'

The provision for relationships, health and sex education is carefully planned and meets all statutory requirements. There are plans in place to review this provision again next year, when the school will join the Mater Ecclesiae Catholic Multi-Academy Trust, so that staff can work with colleagues in other small schools to further develop the provision for mixed age classes.

The head teacher, who is an inspirational leader, has developed a highly effective and passionate senior leadership team, which includes the deputy head teacher and religious education subject leader. Together, they are true witnesses to their faith, working tirelessly to serve others, to ensure that Christ is truly at the heart of everything they do in school.

Members of the leadership team work very closely with the parish priest and other governors to provide excellent chaplaincy provision and ensure high quality opportunities for the spiritual and moral development of staff and pupils. Every member of the school community flourishes. One member of staff, new to school, commented 'every child gets the best start to life here'.

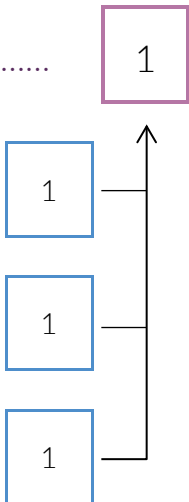
Governors are highly effective and are ambitious for the Catholic life of the school. They have high levels of expertise and have developed the skills necessary to help them support and challenge the school. They ensure the wellbeing of all staff is given a high priority. Staff speak openly of the love and care they have for each other and for the pupils. One staff member told inspectors, 'We look after each other so that we can all be there to look after the children.' The Guardian Angel system in school, where staff are given affirmative notes and small gifts from colleagues, is one example of the range of ways they care for each other.

The school serves the parishes of St Mary's Newhouse Barton, St Andrew and Blessed George Haydock in Cottam and St Robert's, Catforth. Links to these parishes are excellent and clergy from all parishes are regular visitors into school. There is a flourishing partnership with school and the parishes. Staff from school lead the sacramental preparation for all children in these parishes. The impact of this partnership is valued by parents who appreciate the work of the school. They describe it as a family and say the school values extend to their homes.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	1
Pupil outcomes How well pupils achieve and enjoy their learning in religious education.....	1
Provision The quality of teaching, learning, and assessment in religious education.....	1
Leadership How well leaders and governors promote, monitor, and evaluate the provision for religious education.....	1



Religious education is at the core of curriculum, and it influences the whole of it. For example, Pope Francis' encyclical 'Fratelli Tutti' is woven into the wider curriculum, enabling pupils to reach out to their local and global sisters and brothers.

Behaviour is excellent in religious education lessons because pupils are passionate about the subject. Within lessons pupils are engaged, independent and enthusiastic. They enjoy working collaboratively with their peers and recording their work in a variety of creative ways. As a result, pupils are religiously literate, and outcomes are excellent in religious education. From low starting points, pupils make rapid progress in Early Years Foundation Stage, so that, by year one they are working broadly at age-related expectations. They continue to make very good progress across key stage 1 and key stage 2. The standard of work produced and the outcomes for pupils are broadly in line with those in other core subjects. Pupils are proud of the work they produce and can recall previous learning, using subject-specific vocabulary.

During the inspection, a group of pupils performed a spiritual interpretation of the Last Supper. They were able to discuss their work and give reasons for their choices, linking it to scripture. The parish priest is a regular visitor to religious education lessons, responding to the big questions pupils may pose. During inspection he led a short question and answer session in lower key stage 2 about the feast of Corpus Christi. When he showed and explained the monstrance to the pupils, one pupil made links to the Liturgy of the Eucharist.

The quality of teaching and learning in religious education is of very high standard and much of it is outstanding. Across the school, teachers' subject knowledge is very strong. For teachers new to

school, there is a peer planning programme in place, with support from senior staff. All staff have very high expectations and are enthusiastic about how they can inspire and motivate pupils within religious education lessons. Lessons begin with a recap of previous learning and then new vocabulary for the lesson is shared and explained. This vocabulary is written into the back of pupil books, is referred to through the lesson and is used by pupils to support their written work. Teachers use questioning skilfully to extend learning and deepen understanding. In a lesson observed in upper key stage 2, pupils were asked to formulate their own questions about the Holy Spirit and seek to answer them using scripture.

The use of high-quality resources, including art, music and relevant vocabulary, enhances the provision and enable teachers to tailor learning to meet the needs of all children. Those with additional needs are very well supported by staff, are fully included in all activities and achieve well. Time is built into lessons for personal reflection, often using small candles to focus thoughts, and this ensures learning is embedded.

The feedback and marking policy across the whole curriculum have been adapted recently and includes 'stop/starts' during lessons, to enable pupils to know how to improve their work. This needs to be embedded and used consistently across school to be fully effective.

The head teacher and religious education subject leader are excellent role models and provide exceptional support for staff. The religious education subject leader, who is also the early years foundation stage teacher, has an inspiring vision of outstanding teaching and learning and has a high level of expertise. There is a clear plan for continued professional development for all staff in school. Regular moderation within school, and with other schools, ensures that teacher assessment is accurate. Therefore, senior leaders can have confidence in teachers' judgements. Tracking and analysis of pupil performance is embedded across the school. Termly progress meetings enable leaders to tackle any underperformance and ensure that outcomes are good.

The curriculum for religious education is a faithful expression of the *Religious Education Curriculum Directory*. A scheme of work is used as the core, and this is essential for teachers new to the school and those with no prior knowledge of the Catholic faith. In addition, staff use a wide range of other resources linked to the liturgical year and the Catholic social teaching to enrich the curriculum and bring learning alive. Visits to places of worship and other regular visitors to school further enhance the provision.

Leaders and governors understand the strengths of the school as well as what needs to improve. They have plans in place to ensure all staff and leaders are fully prepared to begin to implement the new Religious Education Directory from September 2023.

Collective worship

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

Collective worship key judgement grade:.....	1
Pupil outcomes How well pupils participate in and respond to the school's collective worship	1
Provision The quality of collective worship provided by the school	1
Leadership How well leaders and governors promote, monitor and evaluate the provision for collective worship	1

Prayer and liturgy are central to the life of the school. Pupils and staff respond with enthusiasm to being part of a prayerful community. From the early years, pupils say they love prayer and liturgy because everyone participates. One pupil told inspectors, 'It warms my heart when we listen to the Bible'.

Across the whole school, pupils respond with reverence and respect during times of prayer. They respond to a call to prayer and welcome the gospel, singing 'Alleluia' joyfully. They are able to reflect during periods of sacred silence. A strength across the whole school is music and singing, as a form of prayer. Pupils know a wide range of traditional and contemporary hymns. The school choir makes a significant contribution to the prayer life of the school, both in school and in Masses and liturgies in church, resulting in many joyful prayer experiences for the school community. Pupils know the value of singing hymns as a form of prayer and can explain that St Augustine said, 'He who sings, prays twice.'

Pupils know, understand and use many traditional prayers and there is a structure of prayer throughout the school day, including the school prayer. Parents say that the prayer life of the school impacts their children at home and that many of the children pray at home.

Pupil leadership of prayer and liturgy progresses through the year groups so that by upper key stage 2 they can undertake liturgical ministries independently and confidently. Younger pupils are well supported by staff to make an age-appropriate contribution to class prayer. There is a consistent planning format across the whole school which is used by staff and pupils. Most liturgies follow the cycle of the liturgical year, but there are also opportunities to reflect on work covered in religious education lessons and contemporary issues.

Scripture is central to all prayer experiences. All classes have prayer spaces with appropriate religious artefacts and books to record the wide range of prayer experiences. There are many beautiful displays around the school which also enhance the prayer life of the school.

Staff, including senior leaders, are inspiring role models for pupils when leading prayer and liturgy. They have a very good understanding of the liturgical year with its seasons and feasts. They share this knowledge with pupils to help them confidently lead prayer and liturgy. They regularly use religious art to enhance the experience for pupils.

The school offers many opportunities for parents and carers to attend liturgies and Masses, both in school and in the church. Holy days of Obligation and other significant days are prioritised so that pupils, their families and parishioners can celebrate the Eucharist. Some governors regularly attend the Masses and liturgies. They then feed back to the rest of the governing body, both formally and informally, so that all are well informed of the high-quality experiences' pupils receive. They are committed to ensuring high quality professional development and formation opportunities for all staff.

Information about the school

Full name of school	St Mary and St Andrew's Catholic Primary School
School unique reference number (URN)	119444
Full postal address of the school	Station Lane, Barton, Preston, PR3 5DY
School phone number	01772 862335
Name of head teacher or principal	Sarah Roach
Chair of governing board	Audrey Swann
School Website	https://www.st-mary-st-andrews.lancs.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	5 to 11
Trustees	Lancaster Roman Catholic Diocesan Trustees
Gender of pupils	Mixed
Date of last denominational inspection	May 2017
Previous denominational inspection grade	1 - Outstanding

The inspection team

Jacqueline Hampson	Lead inspector
Claire O'Donnell	Team inspector

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