



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

St Francis' Catholic Primary School,

Goosnargh

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

St Francis' Catholic Primary School

Address:

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School URN:

119633

Headteacher:

Miss Sarah Deakin

Chair of Governors:

Mr Michael Blair

Lead Inspector:

Mrs Michelle Holden

Team Inspector:

Mrs Angela Hill

Date of Inspection:

21st November 2017

INFORMATION ABOUT THE SCHOOL

St Francis' is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school serves the parish of St Francis, Hill Chapel. It is a smaller than average Voluntary Aided Roman Catholic primary school with currently 69 pupils on roll, of which approximately 80% are baptised Roman Catholics. Other pupils come from no faith or other Christian backgrounds. Most pupils are of White British heritage with 1 pupil from another ethnic background. Approximately 9% of pupils are on the SEND register. There are no pupil premium children. Most pupils in Year 6 transfer to Our Lady's, Preston and St. Cecilia's, Longridge.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	12	6	9	11	13	8	10	69
Catholics on roll	10	5	7	9	9	7	8	55
Other Christian denomination	2	1	2	1	3	1	2	12
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	0	0	0	1	1	0	0	2
No of learners from ethnic groups	0	0	0	0	0	1	0	1
Total on SEN Register	1	0	0	0	4	0	1	6
Total with Statements of SEN	1	0	0	0	1	0	1	3

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Francis'	69

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2 hours including continuous provision	2 hrs	2 hrs	2.5 hrs	2.5 hrs	2.5 hrs	2.5 hrs	16 hrs
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	N/A	5 hrs	30 hrs					
% of teaching time	N/A	25%	25%	25%	25%	25%	25%	25%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	N/A	5 hrs	30 hrs					
% of teaching time	N/A	25%	25%	25%	25%	25%	25%	25%

STAFFING	
Full-time teachers	5
Part-time teachers	0
Total full-time equivalent (FTE)	5
Classroom Support assistants	4
Number of Catholic teachers FTE	60%
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	15
Number of classes	4
Average class size KS1	13
Average class size KS2	20

EXPENDITURE (£)	Last financial year 2016-17	Current financial year 2017-18	Next financial year 2018-19
Total expenditure on teaching and learning resources	£7,000	£7,000	£7,000
RE Curriculum allowance from above	£1,000	£1,000	£1,000
English Curriculum allowance from above	£750	£1,500	£1,000
Total CPD budget	£3,000	£3,000	£4,000
RE allocation for CPD	£700	£700	£700

How the school has developed since the last inspection

All aspects for improvement since the last inspection have been addressed and have had a systematic and sustained positive impact on raising standards. A highly detailed tracking system across school has been put in place and governors are well informed and well able to monitor attainment and progress in curriculum RE. A detailed list of plans of action that addressed the aspects for improvement is used regularly as a working document for school improvement. Assessment targets are evident in pupils' books that assess work and inform next steps.

Pupils are continuing to be given opportunities to learn about other world faiths and cultures to increase knowledge and awareness of religions around the world.

The school has an outstanding capacity to sustain these improvements. The dedication of the governors together with the commitment of the leadership team and all staff, demonstrate the capacity to facilitate continuous improvement. Inspection has shown that self-evaluation is accurate and issues arising from in-house moderation meetings have identified new and innovative areas for development in curriculum RE.

The school has experienced a period of instability amongst staff since the last inspection but since the appointment of the new headteacher, the school has flourished and is in an excellent position to move upward. The headteacher has been inspirational in leading the staff and governors in her drive to improve the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

OVERALL EFFECTIVENESS

St Francis' is an outstanding Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision: pupils enjoy attending and they have positive attitudes to learning. One Year 6 pupil described St Francis' as a "Happy place where we all get on well and we help each other." Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its mission statement ; "As children of God we care for each other and always try to do our best." Governors play a significant part in leading the strategic direction of the school in the community which it serves. The recent change of headteacher has been instrumental in driving the recommendations since the last inspection. The RE leader has been tireless in his efforts to ensure the Catholic Life of the school and curriculum RE are outstanding. The work of the governors, headteacher, RE leader, the teachers and the support staff in raising standards and putting the Catholic Life of the school at the forefront of their plans for the school is a strength of the school.

The Catholic Life of the school is outstanding and the commitment from the headteacher, the governors, staff, and parishioners to support pupils in their prayer life and growth in faith has remained a priority. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is excellent and has an impact on everyday life at St Francis'. This can be seen through pupils' responses to each other and to the notion of the common good. The pupils actively and willingly become involved in a variety of activities supporting their own and the wider community. This contributes to pupils' social, emotional and moral development. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and become the best they can be.

Opportunities for Prayer and Liturgy are outstanding; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the opportunities offered e.g. Masses and liturgies.

The quality of curriculum RE is outstanding and pupils are provided with an excellent range of learning opportunities to deepen their faith, to understand Catholic traditions and practices, and to make progress in their learning. Pupils enjoy RE lessons, with one pupil stating that RE lessons are fun, and many aspects

of the curriculum are outstanding. Clear action plans are in place to continue to raise attainment and progress is outstanding.

Teachers' subject knowledge is outstanding and has a positive impact on the delivery of curriculum RE. They are well supported in terms of professional development. The curriculum meets the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take full account of the '*Fit for Mission? Schools*' guidance. Governors challenge the senior leaders, and this is evidenced in governors' meeting minutes.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Seek different opportunities to prepare pupils for a modern, multi-cultural Britain, e.g. working with local high schools/cluster schools around world faiths, pupils presenting assemblies to whole school, rolling programme to vary opportunities.
- Continue to monitor trends in significant groups to establish priorities for the School Development Plan as the number of pupils on roll continues to grow.
- Facilitate opportunities for governors of St Francis' school to network with other governors from small Catholic schools and participate in Diocesan training opportunities.

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

Pupils contribute to and benefit from the Catholic Life of the school to an outstanding extent because all staff members at St Francis' are wholly committed to supporting the Catholic ethos and the mission of the school and this culture is embedded in the life of the school family.

The pupil's knowledge and understanding of the Catholic Life of School is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils know that they belong to St Francis' Catholic Parish family and are proud to be part of the school and parish.

Pupils regularly prepare and lead Prayer and Liturgy with confidence and enthusiasm, appropriate to their age and ability. Pupils in Foundation Stage and Key Stage One have grown in their ability to share their faith through whole class Prayer and Liturgy and respectful and prayerful worship was observed on the day of the inspection. Key Stage Two pupils plan and share their worship with little or no direction from adults, and work and photos are collated in class Prayer and Liturgy floor books which are shared with parents and parishioners at the monthly family Masses. Observations during the inspection witnessed all Prayer and Liturgy sessions in Key Stage Two being child-led, with pupils playing instruments and reading/reflecting on scripture.

Pupils at St Francis' are nurtured within a strong Catholic ethos: pupils can express their views and beliefs with confidence and are able to refer to the teachings of Jesus, as witnessed in a Year 5/6 lesson about parables. Catholic principles and values underpin behaviour and relationship policies, resulting in a strong shared vision for the Catholic Life of the school; this encourages best behaviour and focused learning at all times. Pupils were seen going on a 'Values Hunt' around school to identify examples of good values demonstrated by pupils and by displays on walls. The pupils hand out footprints in recognition of any good values observed.

Pupils are alert to the needs of others and seek justice for all within and beyond the school community. The Cafod Club talked openly to inspectors about their duties as stewards of the earth, to look after our world as God wants us to. They spoke about various fundraising events which they organise to raise money to send to Cafod and other people in need, both locally and globally.

All governors and school leaders are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic ethos and the Gospel values which underpin all aspects of the school. The headteacher and the subject leader provide a clear direction for the Catholic Life of the school which is given the highest priority along with the spiritual and moral development of pupils. The experienced subject leader is passionate about RE and provides valuable support with all staff about all areas of the Catholic Life of school. He works closely with local Catholic cluster schools, including the Catholic Teaching Alliance.

The school walls display excellent examples of outstanding religious art work which reinforces that Christ is very much at the centre of everything that happens in school. Leaders and managers ensure that parents have a thorough understanding of the school's mission and enable and value their support, as shown in the very positive responses to parent questionnaires, written letters of support and discussions with staff and governors.

Since her appointment, the headteacher has been inspirational in her drive to promote the Catholic Life of the school and encourage families to attend St Francis'. Numbers on roll have risen with some families travelling some distances to attend this unique and special place that encourages the children to act 'like Jesus did'. The headteacher is an outstanding role model and her enthusiasm and passion for the school is a key factor in this successful school. She lives out her faith in her vocation as headteacher and staff commented on how she has motivated all stakeholders since taking over at the school.

The quality of provision for the Catholic Life of the school is outstanding. St Francis' is a welcoming, friendly and inclusive community with a strong family ethos where everyone is valued and where pupils and staff flourish. Governors and staff have a shared vision with regard to the Catholic mission and ethos. There is a wholehearted expression of the relationship between faith and action. Prayer bags have been introduced which go home with the pupils and this encourages parents to work in partnership with their children; developing and enriching their faith. These are all linked to the Liturgical year and the Gospel teachings.

The links with the parish are strong and the Parish Priest is a regular visitor into school. Family Masses take place every month which are led by the children, with parishioners being welcomed into school after Mass to celebrate work and displays produced by the pupils.

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

Pupils at St. Francis' clearly enjoy a vibrant and creative RE curriculum. They have a very positive attitude towards their learning and are engaged and enthusiastic about their lessons, liturgies and taking part in Parish events.

The quality of teaching is at least good and often outstanding. The teachers strive for excellence through the use of a variety of imaginative and well-planned strategies, which ensures pupil engagement and promotes deeper reflection and understanding. Reception and Y1 pupils reinforced their learning about 'The Good Samaritan' by creating a 'Good Samaritan Toolkit', which they can use in school. In a Year 2 lesson the practice of visualisation was used which led to a deep engagement with scripture'. One pupil stated that they thought Mary was 'terrified because she'd never seen an angel before and didn't know if it was good news or bad news.'

Pupils are constantly being challenged to make links between their learning in RE lessons and real life. For instance, a Year 3/4 activity involved writing examples of what a person could do if they were good at a particular subject or had a talent.

A lesson in Year 5/6 observed pupils learning about parables and the messages they portray to us in our everyday lives. Pupils could articulate these messages, accurately referring to scriptures to evidence their answers. The staff have created stimulating learning environments which enhance the pupil's learning. Support staff are effectively used in lessons and demonstrate a clear understanding of their role.

Marking in RE is effective and responsive, creating a dialogue with the teacher and informing assessment towards the Attainment Targets. The use of post-it notes ensure valuable, verbal responses from younger pupils are recorded. Rigorous monitoring, including lesson observations, work scrutiny and Prayer & Liturgy observations, ensure the growing consistency of excellent teaching across the school. Moderation of RE work is carried out at half-termly Staff Meetings and termly Cluster Meetings with other Catholic Primary Schools; the RE Subject Leader also attends the annual Diocesan Moderation Meeting.

A newly opened nursery is ensuring that pupils are exposed to the Catholic teachings and traditional prayers from a younger age, preparing them with knowledge before entry into school.

On entry to Foundation Stage, baseline assessment of pupils shows that most have little knowledge or understanding of the Catholic faith, or of its traditions, but by the end of Reception, 100% of pupils achieve the assessment. This excellent progress is reflected in the standards at the end of Key Stage One and Key Stage Two which are higher than the National expectations. The headteacher and RE subject leader regularly analyse collected data to produce actions which inform the School Development Plan and the professional development needs of staff.

Governors and leaders are committed to the school's Catholic mission and are well aware of the requirements of curriculum RE and place it central to school life.

The headteacher and RE subject leader have worked tirelessly, with the staff, to develop a curriculum with a firm foundation reflecting the RE Curriculum Directory and the Diocese of Lancaster Curriculum Framework and provide pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. These are supported with good quality resources; Fit for Mission? Schools, CAFOD, Ten Ten and Caritas in Action. There are plans to embed the recently introduced Human Relationships and Sex Education (HRSE) into the curriculum.

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