

DIOCESE OF LANCASTER EDUCATION SERVICE

INSPECTION REPORT ON THE PROVISION OF DENOMINATIONAL EDUCATION

School name: St. Kentigern's Catholic Primary School
 Address: Newton Drive, Blackpool, FY3 8BT
 Name of Headteacher: Mrs Frances Wygladala
 Date of Inspection: 24th January 2007
 Name of Inspector: Mrs Evelyn Scanlan
 Type of school: Catholic Primary
 Age range of pupils: 4 - 11
 Number on roll: 215
 Appropriate authority: The Governing Body
 Chair of Governors: Rev Fr John Foulkes
 Religious Education Co-ordinator: Mrs Jane O'Donnell
 Date of previous inspection: September 2002

The Inspection judgements are:	Grade	Explanation of the grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	2	
Religious Education - Achievement and standards	2	
Religious Education - Quality of provision	2	
Religious Education - Pupils' needs and interest	2	
Religious Education – Curriculum leadership and management	2	
<i>The following pages provide reasons to support these judgements</i>		

Information about the school:

St. Kentigern's is a Catholic primary school with 215 pupils currently on roll of whom approximately 92% are baptised Catholic. A small proportion of children are from other Christian denominations, a significant minority from another World Faith and a similar proportion of children with no faith background. The school serves the parish of St Kentigern's where the socio-economic status is mixed, with many families registering very low on the multiple deprivation index. Almost all pupils transfer to St Mary's Catholic College at the end of year six.

Overall Effectiveness of the school

The overall effectiveness of the school is **good**. The commitment of the headteacher and staff to living out the values of the mission statement is evidenced in the very strong partnership with home, school, parish and the wider community. Governors and parents show appreciation for the work of the school and give valued support to it. Displays and visual-aids around school contribute to its warm and welcoming Catholic ethos.

The variety of formal and informal opportunities for prayer and reflection offered to the children contributes significantly to their spiritual and moral growth. Pupils are sincere and respectful in acts of worship and are further developing their skills and independence in preparing and leading acts of worship.

Thorough self-evaluation ensures a commitment to raised standards of attainment in Religious

Education (RE). To this end the current school improvement plan includes targets for the effective implementation of a new scheme of work. The subject leader gives good support to staff, works effectively with Governors and is dedicated to parish links.

Improvement since the last inspection

School has made **good** progress in addressing issues raised by the last inspection.

Standards of attainment in RE are monitored and evaluated in line with other core subjects. Good practice in assessing of levels of attainment achieved by pupils in RE is effectively identifying areas for improvement .e.g. that work in pupils' exercise books is not always of the same standard as end of topic assessment tasks. A positive system of working groups has been established with staff and Governors to regularly monitor review and update school improvement plans.

Pupils continue to develop skills in preparing and leading Collective Worship sessions.

Detailed newsletters and information regarding the content and delivery of RE are provided for parents and the wider worshipping community. Displays mounted in church also contribute to the sharing of information.

Capacity to improve

The school displays **good** capacity to improve. Rigorous self-evaluation and issues arising from in-house moderation meetings have identified areas for development and improvement in support of raising standards of attainment in RE.

What the school should do to improve further:

- Monitor and evaluate the quality and quantity of work produced in pupils' exercise books and encourage positive work marking by staff to challenge children to deepen their understanding of a topic and to raise their standards of attainment in RE.
- Continue to develop children's independence and skills in preparing and leading Collective Worship sessions.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school have been found to be good in all aspects with the spiritual and moral development of the children being an outstanding feature. **This confirms an overall judgment of Outstanding.** The children's spiritual and moral development thrives on the many opportunities available to them to be involved in school, parish and community life.

The Headteacher provides strong leadership and is dedicated to the needs of the school, the parish and the wider community. She is supported by the commitment of the staff in living out the Catholic vision for the school. Highly productive links exist between home school and parish in support of the work of the school. Prayer groups are often led by governors and catechists.

The governing body has a significant influence on the Catholicity of the school and has a good understanding of the school's strengths and weaknesses. A good working relationship exists between staff and governors in monitoring and updating school improvement plans.

The use of governor and catechist expertise in leading prayer and worship enhances the prayer experiences offered to pupils. The personal development and care of pupils is given high status as

evidenced by staff appointments with responsibilities for 'Community' and 'Pupil Mentoring'. Staff have access to support, guidance and training.

THE QUALITY OF COLLECTIVE WORSHIP

The quality of Collective Worship is confirmed in line with the school's judgment as **good**.

There is a range of formal and informal opportunities for prayer and acts of worship. Pupils respond with reverence and are eager to participate. Good use is made of liturgical opportunities to celebrate with the parish. Year six pupils can describe how they plan and lead an act of worship. Each classroom has a focus area for worship which is valued and well maintained. Staff and pupils have access to good quality resources. Acts of worship observed during the inspection were relevant to the pupils' needs and age. Many extra-curricular worship experiences contribute to the pupils' spiritual development.

RELIGIOUS EDUCATION - ACHIEVEMENT AND STANDARDS

Achievement and standards in RE are judged to be **good**.

Given their capability and starting point pupils make very good progress and achieve standards broadly in line with other core subjects at both key stages. By the end of key stage 2 assessments show attainment is in line with both Diocesan and school expectations.

Pupils in both key stages attain equally well in their ability to reflect on meaning and in their knowledge of how religious beliefs shape life.

Across the school attainment in RE is generally comparable to test results for writing where pupils achieve above average standards of attainment. School's internal moderation of pupils' work concludes that standards of attainment for children identified as Able and Talented could be improved. It is also noted that work in children's RE books is not always of the same standard as end of topic assessments. Inspection confirms these findings.

RELIGIOUS EDUCATION - QUALITY OF PROVISION

Inspection confirms the school's judgment of the quality of provision for RE as **good**. Teaching is focused on raising standards and on promoting the personal development of pupils. In each classroom teaching assistants work alongside teachers to support children with learning needs. All staff use assessment well to identify pupil progress and to inform planning. The school is now well placed, with the implementation of a new scheme of work, to further develop assessment procedures in support of improving standards of attainment. The new scheme of work also offers the opportunity to make use of ICT to deliver the curriculum and has links to excellent web-sites. Early years learning is matched to the Foundation Stage Learning Goals, with a good balance of child-initiated experiences and direct teaching.

RELIGIOUS EDUCATION – PUPILS' NEEDS AND INTEREST

RE, in meeting the needs and interests of the pupils, is **good**.

Staff supplement schemes of work with appropriate materials to ensure that the RE delivered has something of meaning to offer for all children.

Discussion with pupils confirmed their enjoyment of RE. They can make comparisons with the old and the new scheme of work. They speak with enthusiasm about the role of the school council, class rules and their commitment to the parish as altar servers. They are proud of their involvement

in community activities. Older children demonstrate care and affection for younger pupils. Care and protection systems are in place to ensure that children are safe and happy in school. The Assistant Headteacher's responsibility for 'Community' ensures that pupils' needs are effectively met. The Learning Mentor's role gives further supports for children's individual needs.

RELIGIOUS EDUCATION – CURRICULUM LEADERSHIP AND MANAGEMENT

Leadership and Management of the RE curriculum are **good**.

Evidence from school's self-evaluation confirms that senior managers are aware of current strengths and areas for improvement. The subject leader, who is also a senior manager, provides good support and training for staff and effectively reports to Governors about RE issues enabling them to monitor and review action plans. She is currently guiding and supporting staff with the implementation of a new scheme of work in support of improving levels of attainment in RE. She monitors and analyses pupil data with colleagues and updates pupil progress files regularly. Diocesan and in-school meetings are undertaken for moderation of levels of attainment in RE. The subject leader is dedicated to promoting the Catholic life of the school through a commitment to the home, school and parish partnership.