



St Richard's Catholic Primary School

URN: 119684

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

05–06 November 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

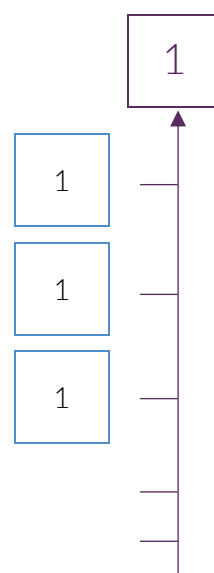
Collective worship (p.7)

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

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 the areas for improvement from the last inspection



Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant with all additional requirements of the Archbishop of Liverpool.
- The school has responded fully to the areas for improvement from the last inspection.

What the school does well

- The school's Catholic life and mission embraces staff, pupils and their families, regardless of faith or background.
- Governors' knowledge and understanding of how to live the mission statement ensures that they lead with commitment and in a spirit of service.
- School strives to be at the heart of the local community, constantly seeking to understand how best to support and include all its members.
- Global citizenship is used to broaden pupils' horizons and experiences to help them understand their rights and responsibilities as part of God's family.
- Pupils' attitudes to learning, behaviour for learning and to prayer and liturgy are exemplary.

What the school needs to improve

- Subject leaders should work together to plan linked activities that further enhance pupils' understanding, independence, and creativity in religious education.
- Continue to keep the website up to date so that it includes and clearly reflects the high standard of work undertaken by 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



There is a wonderful sense of community that permeates St Richard's Catholic Primary school. Strong relationships are clearly prioritised, and pupils feel part of the community. They speak with positivity about their experiences in school. Their participation in the school's mission enhances its Catholic life. Pupils can explain not only what Catholic social teaching involves, but also how it impacts within their local community. Pupils provided a detailed explanation about how each class has its own assigned role within Catholic social teaching curriculum and why they are active in supporting the work of their agreed charities and measuring its impact. During lessons and in conversations pupils demonstrate a deep respect for other religions and show a keen interest in other faiths and cultures. All pupils can recite the school's mission statement that states 'We learn to love and grow in Jesus.' Additionally, this cannot only be recalled but it is clearly lived. Pupils apply its meaning to the purposes of their actions. Pupils recall their own school values and how they impact on daily life through the house rewards process. They know how the practice of love and respect enriches their whole spirit of pride in belonging to St Richard's.

The mission statement is embraced by the community which results in a strong sense of connection through being part of this school family. Staff have a wonderful relationship with their pupils' which is evident in lessons and around school. One staff member commented 'Whether someone is here for a day or year, we try to treat and welcome everybody in the same way.' Staff personal experiences and stories support this fact. The physical environment is inspirational and exceptional. The school shows its Catholic identity throughout the buildings and surroundings. For example, the school has two well-used garden areas together with a prayer and pastoral room that is used to provide pupils with space for reflection. Staff contribute

to the pastoral care provided for families, showing a deep understanding of their community and a tangible commitment to those in greatest need. This dedication is rooted in, and inspired by the school's Catholic life and mission. The carefully planned relationships, sex, and health education curriculum is delivered with care and enthusiasm. It enables pupils to develop a holistic and compassionate understanding of the human person, to discern their unique vocations, and to confidently comment on and reflect upon the issues they learn about.

Leaders and governors are the voice of the school, celebrating its work and their shared mission at every opportunity. St Richard's engages with the archdiocese for staff training, support and the enrichment of its own growth. Therefore, professional development focuses on the Catholic life and mission and how school can further strengthen this. Governance is a strength because members are passionate about their role as part of the school community. Governors know their school well and can explain next steps in progress for improvement and how they can strategically monitor the rate of success. Consequently, they make a highly significant contribution to Catholic life through practical action. One key example of this is through engagement with parents using a range of shared strategies. Together they promote and celebrate the community gift day which is well planned and varied. This project also serves as an example of practical leadership that encourages pupils to participate. One parent commented, 'I believe St Richard's promotes its mission well. My child talks confidently and proudly about the Catholic life of the school.' School policies are concise in stating its processes for living Catholic life, mission and values, with all clearly flowing from the mission statement.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

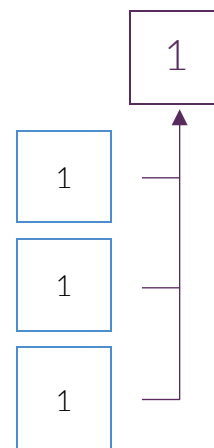
How well pupils achieve and enjoy their learning in religious education

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' enjoyment, behaviour and participation in religious education is excellent as they strive to reach all challenges that are focused on their individual rates of progress. They are developing excellent subject knowledge and understanding. Pupils make consistently good progress in all year groups and phases, including those who are disadvantaged and those with additional needs. In lessons, pupils are confident and happy to volunteer answers and share their own thoughts and reflections. During inspection this was evident in all lessons visited. Time is built in routinely for purposeful reflection and this is evident in pupils' books. One pupil commented that 'I feel proud of the work in my RE book, because it shows how much I have learned' which echoes a wider sentiment as many pupils are just as eager to show what they have achieved, how it expands their learning and next steps to be taken. Pupils also show evidence of self-assessment in lessons and can articulate their progress made across each curriculum branch. Their work shows emerging individuality and creative elements, and these are often the pieces they are most proud of and wish to share. Pupils in Year 6 demonstrated their pride at open-ended and creative tasks.

Teachers have an excellent subject knowledge and teach with enthusiasm and flair. They display high levels of confidence when delivering the new Religious Education Directory. At an age-appropriate level golden boxes are used to show the meaning and effective living of scripture. A year four boy said, 'It helps me to understand the scripture, and helps to make it more fun.' Across the school, effective questioning is skilfully used by staff to precisely check pupils' understanding, as well as keeping all abilities and needs involved in classroom discussion. Skilled adults and high-quality resources are well deployed to meet the differing needs of pupils. They are confident self-starters in using available resources and summoning help when required. Teachers and support staff are keen to celebrate successes, keep pupils motivated and offer live

feedback that motivates pupils in acquiring a deep sense of purpose. Formative and end of branch assessment is moderated both internally by school and externally within the local cluster group to ensure secure judgements. This joint process results in accurate planning. Lessons often began with retrieval practice to recall prior learning that provides secure understanding before moving forward to acquire new knowledge. This recall is effectively managed by staff.

Religious education has full parity with other core subjects. Leaders' and governors' self-evaluation of religious education demonstrates excellent use of monitoring and self-challenge. This results in strategic action and well-targeted planning that is accurate and motivational for pupils. Leaders and governors can confidently explain how religious education has developed through the interaction of a team approach by staff to drive the school forward. The subject leader has an inspiring vision for religious education and uses monitoring and support with efficiency to continually improve standards within religious education. Staff appreciate the levels of feedback they receive because it is highly supportive and helpful. The subject leader also directs staff to participate in diocesan training to ensure that professional development is productive and of high quality. Religious education is at the core of the St Richard's curriculum, as staff and pupils recognise its importance as pivotal to their daily lives and actions. The religious education curriculum is focussed on providing sufficient opportunities for pupils to progress through the subject content to meet the needs of the Religious Education Directory. Enrichment links are made within the locality and includes attendance by a rabbi as a key contribution to inter-faith development, dialogue and encounter.

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

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

1

Pupils conscientiously participate in prayer and liturgy. They are given opportunities for silent reflection, private prayer and singing. They respond respectfully to shared prayer and during silent reflection. Pupils take an active role in whole-school worship, engaging well with varied styles of delivery. During Early Years, children proudly undertake their ministry by preparing simple prayer spaces, taking part in prayer, and sharing thoughtful responses when carrying out small acts of service within the classroom. Pupils work well with adults to plan and to increase their own levels of independence during prayer and liturgy. In Years 5 and 6, pupils take more responsibility and use their own creativity when responding to scripture and preparing responses. As pupils progress through school, they are confident to monitor and evaluate their contributions to prayer and liturgy. Pupils understand the liturgical year and its seasons through regular participation in worship, discussions in religious education lessons, and by observing visual displays of seasonal colours in classrooms and around the school. They link the relevance of prayer and liturgy to the wider curriculum. Pupils confidently discuss the impact of prayer on their daily lives and how it contributes to their spiritual and moral development, citing meaningful examples.

Prayer and liturgy is central to school life. It is routine and inspiring. Staff are committed to modelling exemplary practice so that pupils become more independent in their own planning, participation and delivery. Year group prayer and liturgy makes use of the space around school. Creativity is also well used by staff. In Year 4, prayer and liturgy took place in the school's prayer space within the eco garden, so enabling pupils to engage with prayer in a calm, natural environment that enhanced reflection and a sense of connection with God's creation. In multiple classes teachers use the homily to great effect to illustrate the message behind scripture and enable staff to use prayer to support the moral development of pupils. Scripture is well chosen

and at the heart of prayer, liturgy and worship. Daily prayers are regularly used and well-known by the pupils. Stay and pray sessions are consistently planned to engage with parents. Pupils regularly visit church to join the congregation at Mass to ensure familiarity with the parish. A parent commented, 'My child understands that prayer is an important part of her school day and looks forward to taking an active role and being a prayer leader.'

The policy for prayer, liturgy and worship is clear, concise and entirely fit for purpose and helps school leaders maintain high standards for its pupils. The religious education leader has carefully and systematically planned the themes of prayer and liturgy throughout the school, ensuring progression and consistency, together with meaningful and joyful engagement by the community. It is well resourced to enable staff to lead with confidence and creativity. For example, during inspection calming music was used outside the building to deepen pupils' prayer and liturgy, creating calm, focused, and high-quality experiences. The availability of quality resources enriches planning and levels of creativity. Consequently, the impact of leaders is meaningful. They have ensured that pupils are fully aware of their role as important contributors. Regular monitoring and evaluation provided jointly by leaders and governors ensures that prayer liturgy and worship is prioritised and of the highest quality. Consequently, governors can confidently articulate strengths and areas for improvement. The committed link governor is a regular visitor to school and joins with all aspects of its prayer life. This has resulted in a rich and vibrant provision and management that sets St Richard's apart and underpins its lived Catholic life and mission.

Information about the school

Full name of school	St Richard's Catholic Primary School
School unique reference number (URN)	119684
School DfE Number (LAESTAB)	8883804
Full postal address of the school	Sandy Lane, Skelmersdale, Lancashire, WN8 8LQ
School phone number	01695722346
Executive headteacher	Not applicable
Headteacher	Jennifer Jackson
Chair of governors	Ann Naylor
School Website	www.st-richards.lancs.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Not applicable
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	January 2019
Previous denominational inspection grade	1

The inspection team

Liam Richardson
Kathy Monaghan

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