

St Mary's Catholic Primary School

URN: 119677

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

30-01 May 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 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

2

1

2

2

Yes

Yes

Fully

Compliance statement

- The school meets the requirements for religious education laid down by the Bishops' Conference.
- Compliance with the above also meets the requirements of the Archdiocese of Liverpool.
- The school has fully addressed areas identified for improvement in the previous Section 48 inspection.

What the school does well

- St Mary's Catholic Primary School serves its community with love and compassion. Christ is at the heart of all they do.
- Members of the community benefit from the exemplary pastoral care offered by the school with a clear and explicit focus on supporting its most vulnerable members.
- Leaders have ensured that pupils feel valued and loved and parents are supported well to participate in the Catholic life and mission of the school.
- The behaviour of all pupils is excellent, and they consistently demonstrate a positive attitude to learning.
- The school environment is vibrant and enticing. Displays and prayer areas are a beautiful expression of faith.

What the school needs to improve

- Leaders and governors should review the school's self-evaluation process to ensure that all members of the community are included in its deliberations.
- Address the missed opportunities in some classes for adults to assist the teacher in the assessment of pupils' knowledge and understanding.
- Provide training for pupils in planning, leading and evaluating prayer and liturgy.

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

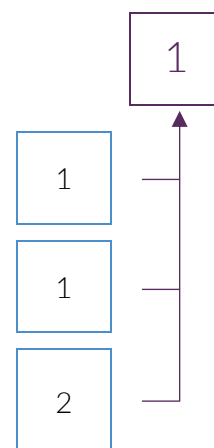
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



St Mary's Catholic Primary School is a school with positive relationships with Christ at the core of everything that is undertaken. A warm welcome is evident from the moment of entry. Pupils demonstrate they are committed to the school mission motto, 'At St. Mary's we live and learn, sharing God's love.' They actively seek opportunities to take a leading role in responding to the demands of Catholic social teaching. For example, a group of pupils sold bracelets in school to raise money for the Children's Society. Some pupils articulate the connection between their own actions and those of Jesus explaining, 'I helped an old person in the shops. I did that because I wanted to be like Jesus who helps everyone.' Pupils fundraise to support a wide range of charities including Mary's Meals and Cafod. The Faith in Action group is supported by school staff and local parish catechists to organise the delivery of donations to the foodbank set up in the church community centre. Everyone in St Mary's recognises the importance of their role in serving each other as well as the wider community. Pupils are happy and know that they are valued and loved.

The school goes the extra mile to provide exemplary pastoral care. This is led by the pastoral team working in the Peace Pad and is supported by school staff. The family support worker and learning mentor describe themselves as 'doing what Jesus would do' and they demonstrate this through the exceptional level of care and love they provide. Free school uniform is available for any pupil to access along with home visits to check-in with parents where necessary. Each year the pastoral team set up a Christmas shop which pupils can visit to choose a gift for their parents or carers. The team describes how it witnesses the pride on these pupils' faces as they leave school with their gift. They also extend their offer to staff by supporting anyone they know who may be struggling. All of this is endorsed by the commitment of the headteacher who is

exemplary in her care for pupils and staff. Statutory requirements for the relationships, sex and health education curriculum are met.

Leaders and governors are committed to ensuring that the Catholic life and mission of the school is lived out in the daily experience of all its members. They work hard to establish links with parents. Leaders, staff and governors are clearly committed to pursuing the common good and ensuring that the most vulnerable members of the community are supported. Parents and carers understand and support the school's mission and are supportive. One parent commented, 'My child regularly comes home and tells us what she has learnt about. We are very impressed with how much she is taught about Catholic life and how positively she sees it.' Leaders and governors demonstrate a high level of commitment to the physical and mental wellbeing of all staff. Staff value this with one staff member commenting, 'I witness this every day in the way we support one another, the kindness shown amongst everyone and how we are all encouraged to grow in our own faith and character.' Leaders should review their next steps to ensure that their evaluation of the Catholic life and mission of the school is more effective. Leaders need to consider how all members of the community can be meaningfully involved in the evaluation and planning processes.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

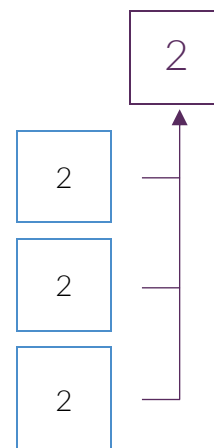
How well pupils achieve and enjoy their learning in religious education

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 are developing secure knowledge and understanding in religious education. This is particularly evident in the classes using the new *Religious Education Directory*. Presentation in books is consistently good and this evidences the pride that pupils take in their work. Pupils' responses to marking and feedback demonstrates a willingness to improve their knowledge. Pupils want to do well and to share newly acquired knowledge with their teachers. Pupils behave well in lessons and this atmosphere for learning means that most pupils consolidate prior learning as well as new information. On occasions, pupils are given opportunities to take the initiative in their learning. When this happens, pupils respond positively, demonstrating their newly acquired knowledge and skills. Pupils enjoy their lessons, and some identify and talk about scripture they have read and how its content influences their actions. A pupil in Year 2 linked the parable of the Prodigal Son to his ability to show forgiveness in school. Attainment across school is in line or better than attainment in other core subjects.

Teachers have good subject knowledge of religious education and as a result use targeted questioning to draw out prior learning. In the best lessons, teachers are more skilful in their use of questioning to provide challenge for pupils therefore deepening their knowledge and understanding. An example of this was evidenced in a Year 6 lesson when the class teacher challenged pupils to use the scripture to explain how the disciples felt when they finally recognised the risen Christ on the road to Emmaus. Lessons are planned and in line with the requirements of the new Religious Education Directory and through the Come and See programme. This means that pupils progress through a sequentially planned curriculum. All staff create a positive atmosphere for learning and pupils respond well to this. However, this could be developed further by encouraging pupils to ask their own questions of each other and the adults they are working with. Scripture is used well to reinforce pupils' religious literacy, and this

develops throughout school in a way that is appropriate to pupils' ages and capacity. When working with specific pupils who have special educational or emotional needs, other adults are well deployed in assisting their progress. In some classes however, there are missed opportunities during teacher input for other adults to support the teacher in their assessment of pupils' knowledge and understanding by noting down pupil responses.

Senior leaders and governors recognise religious education as the core of the school's curriculum and ensure that it has equal parity with other core subjects. The subject leader has shared exemplary pupil voice practice with the archdiocese and beyond, and school staff regularly take part in training within the wider school networks and archdiocesan cluster groups. Good use is made of continuing professional development opportunities in house through the modelling and sharing of good practice and opportunities to experience team teaching. New staff are supported effectively through an embedded induction process. This means that staff are confident in the teaching of religious education. To improve further, leaders and governors need to review the school's approach to the self-evaluation of religious education focussing on monitoring practices and measuring the impact of action taken.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils respond well to prayer and liturgy. They confidently join in with community prayer and responses. They talk about enjoying the experiences provided for moments of reflection and when given the opportunity, willingly undertake liturgical ministries with confidence. In an age-appropriate manner, pupils understand different ways to pray within the Catholic tradition and use scripture and music to enhance their engagement and participation. Pupils participate with reverence, reflect in silence and participate joyfully with communal singing. Further development of this is needed to ensure that pupils are given the opportunity and confidence to plan, lead and evaluate prayer and liturgy. Pupils know and can explain how the colours of the liturgical year change and are reflected in the prayer focus areas situated around the school along with the focus areas in each classroom. Worship follows the pattern of the liturgical year, and some pupils recognise how this influences the prayer life of the school for example during Advent or Lent. Pupils benefit from being able to attend Mass on a weekly basis. This enriches their experience of prayer and liturgy and enables them to strengthen the relationship between the school and the parish.

Prayer is central to the life of the school. Daily moments of reflection and prayer are meaningfully and securely provided at the start, middle and end of the school day, which are reverently supported. Staff describe how starting staff meetings with prayer and reflection enables them to pause and reset after a busy day of teaching and how they connect daily with the mission of the Church. Key members of staff use their artistic skills to enhance the environment. Beautiful prayer spaces have been specifically designed to inspire pupils and staff. The two St Mary's Sanctuaries have been created to enable pupils and staff to pray and reflect both within their classes as well as on an ad-hoc basis whenever they feel the need to spend time with God (lovely). Parents appreciate the school's encouragement of links between home, school and parish. One

parent a personal experience of the impact of school-based prayer and liturgies on their child who expressed a desire to be baptised, something the parish encouraged and facilitated. Parishioners 'love' seeing pupils at church and the parish priest reports that pupils' behaviour whilst attending Mass is always excellent.

The school's policy on prayer and liturgy is well formulated and fit for purpose. Leaders, including governors, plan opportunities throughout the year to celebrate the Eucharist on holy days of obligation and other significant feasts and memorials. Leaders have carefully planned whole school themes for prayer and liturgy to match the cycle of the liturgical year and staff follow these consistently to enhance pupils' experience of prayer and liturgy. Leaders and governors demonstrate their understanding of the importance of providing all members of the community with positive experiences of prayer and liturgy through ensuring that they prioritise spending in this area when setting the school budget. In previous years, leaders ensured that staff took part in training around how to plan and lead moments of high-quality prayer and liturgy. This would benefit from being revisited so the best practice evidenced by some teachers is shared with other members of staff. To improve further, leaders and governors should review the school's approach to the self-evaluation of prayer and liturgy, ensuring that all members of the school community are given the opportunity to participate in the process.

Information about the school

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| Full name of school | St Mary's Catholic Primary School |
| School unique reference number (URN) | 119677 |
| School DfE Number (LAESTAB) | 8883793 |
| Full postal address of the school | St Mary's Catholic Primary School, Haig Avenue, Leyland, PR25 2QA |
| School phone number | 01772 422431 |
| Headteacher | Louise O'Mahony |
| Chair of Governors | Anthony Matthews |
| School Website | www.st-marys-leyland.lancs.sch.uk |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| 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 | 5 th June 2018 |
| Previous denominational inspection grade | Good |

The inspection team

Melanie Lockley
Rachael Tyler

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 |