



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Our Lady of the Assumption Catholic
Primary, Blackpool**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

On

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

School:	Our Lady of the Assumption Catholic Primary
Address:	Common Edge Road Blackpool FY4 5DF
Telephone Number:	01253 762833
Email Address:	admin@our-lady.blackpool.sch.uk
School URN:	119596
Headteacher:	Miss Melanie Haggerty
Chair of Governors:	Mrs Eileen Guerin
Lead Inspector:	Mrs Jacqueline Hampson
Team Inspector:	Mrs Rachel Ballard
Date of Inspection:	15th March 2018

INFORMATION ABOUT THE SCHOOL

Our Lady of the Assumption is an average-sized Catholic primary school which serves the parish of Our Lady of the Assumption in the Diocese of Lancaster.

A large number of children in school live in the nearby parish of St Cuthbert's. Almost all pupils are white British and the vast majority are baptised Catholics.

A high proportion of children receive additional support in school. The number of children on the SEND register is below national average, as is the number for whom the school receives pupil premium.

PUPILS	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	28	30	30	31	29	30	31	209
Catholics on roll	19	30	30	29	23	22	29	182
Other Christian denomination	5	0	0	1	3	2	0	11
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	4	0	0	1	3	5	2	15
No of learners from ethnic groups	0			1				
Total with emotional/social support	3	3	7	4	5	5	12	39
Total with further SEN support	1	0	3	2	4	1	3	14
Total with Statements of SEN	0	0	0	0	0	0	0	0
Total on SEN Register	2	1	5	3	4	3	5	23

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady of the Assumption	95
St. Cuthbert's	93

TEACHING TIME FOR RE	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Total teaching time (Hours)	2.32	2.32	2.32	2.5	2.5	2.5	2.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Total teaching time (Hours)	6	6	6	6	6	6	6
% of teaching time	26%	26%	26%	26%	26%	26%	26%

TEACHING TIME FOR MATHS	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Total teaching time (Hours)	5	5	5	5	5	5	5
% of teaching time	21%	21%	21%	21%	21%	21%	21%

STAFFING	
Full-time teachers	7
Part-time teachers	3

ORGANISATION	
Published admission number	30
Number of classes	7

Total full-time equivalent (FTE)	9.73
Classroom Support assistants	10
Percentage of Catholic teachers FTE	62%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

Average class size KS	30
Average class size KS	30

EXPENDITURE (£)	Last financial year 2016/17	Current financial year 2017/18	Next financial year 2018/19
Total expenditure on teaching and learning resources	22,500	19,800	18,000
RE Curriculum allowance from above	1,500	1,000	1,000
English Curriculum allowance from above	1,000	1,500	1,000
Total CPD budget	7,500	5,400	5,500
RE allocation for CPD	1000	900	1,000

How the school has developed since the last inspection
<p>The headteacher provides excellent leadership for this Catholic school and along with governors and the parish priest, demonstrates commitment to the Church's mission in education.</p> <p>The school has successfully addressed the priorities for improvement from the last inspection. There are rigorous systems for tracking the progress of pupils in curriculum RE.</p> <p>There are many opportunities for pupils to work with other faiths and cultures in the local area. This has had a positive impact on their learning.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

OVERALL EFFECTIVENESS

Our Lady of the Assumption is an outstanding Catholic school. The dedication and drive of the Headteacher, staff and governors leads to continuous improvement and excellent outcomes for pupils.

From the moment visitors enter the school, they are aware of its Catholic identity. Displays are vibrant and are a celebration of the learning experiences and achievements of the pupils and provide evidence of their learning in and enjoyment of curriculum RE.

Pupil behaviour and attitudes to learning are excellent. They enjoy coming to school and are very proud to be part of this Catholic school.

Pupils benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, their participation in, and leadership of, the prayer and liturgical life of the school are excellent.

The headteacher provides calm and purposeful leadership, rooted in Gospel values. She, along with governors and the parish priest, ensures that there is a clear, shared vision for this fully inclusive school, which is understood by all. Governors and school leaders are totally committed to the Church's mission in education.

Outcomes for most pupils are very good in curriculum RE, with no significant variation between any major groups. All pupils make at least good progress from low starting points. Approximately one fifth make better than expected progress. Attainment for all groups of pupils is good. Pupils speak confidently about their RE lessons and can reflect on their learning.

Staff are held to account through moderation, both in-house and across the cluster schools. Pupil progress in curriculum RE is measured each term alongside other core subjects.

Teaching in all three key stages is at least good and is effective in engaging and enthusing pupils and ensuring that they learn well. Teachers' planning for curriculum RE is very good and is focused on meeting the needs of all pupils and

on raising standards. The examples of good marking, and pupil responses to marking, seen at the previous inspection are now evident across the whole school. Pupils understand in detail how to improve their work and are given opportunities during 'fix it time' to improve it.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to develop ways in which children with additional needs (and those on the SEND register) can demonstrate attainment at the higher levels.
- Further develop plans to support the leadership and management of curriculum RE by training an additional staff member and governor in the roles.

CAPACITY FOR SUSTAINED IMPROVEMENT

1

The school's capacity for improvement is outstanding. The school has continued to improve since the last inspection.

All priorities for improvement since the last inspection have been successfully addressed.

Self-evaluation is rigorous and links to clear improvement plans.

The school has a proven track record of providing high quality professional development opportunities which enable staff to move on to leadership roles in other Catholic schools.

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

Inspection confirms the school's judgement that pupils benefit from the Catholic Life of the school and make an outstanding contribution to it.

Pupils regularly lead and take responsibility for shaping activities with a religious character. Pupils show a very good understanding of the liturgical year and they understand the importance of key celebrations throughout the liturgical year. They are given many opportunities to lead liturgies and Masses, many of which involve members of the parish. They show real confidence and enthusiasm when discussing their involvement in the prayer life of the school.

In all three key stages, pupils show great reverence and respect during times of prayer and reflection. They play leadership roles in times of prayer in school with confidence because their teachers are very good role models.

From entry to school, in Reception, pupils are supported in planning how to gather for worship and in preparing the prayer space with cloths and religious artefacts.

Inspectors joined times of prayer led by teachers across all key stages. In Key Stage 2, when asked to reflect on the meaning of why a seed must die to bear fruit, one child said it reminded her that Christ died on the cross to save us all. Another remarked that she was reminded that we must die to gain eternal life with Christ in heaven, showing a confident grasp of religious language.

Pupils in upper Key Stage 2 planned and led a collective act of worship in class on the theme, 'Lost and Found'. They carefully chose Scripture, a prayer and led a guided reflection which asked each pupil to place a pebble into a bowl, whilst reflecting on how they could demonstrate the Gospel in action.

Pupils enjoy taking home the prayer bag which contains Scripture, a candle, a set of rosary beads and a 'wonder book' where they and their families can write questions. A small number of parents commented on sacramental preparation, specifically for First Holy Communion. Inspection confirms that this is a parish activity and the school supports this catechesis as best it can.

As a result of the strong Catholic ethos where all pupils are nurtured, relationships are very good and there is true respect for all members of the school community. The school's self-evaluation of the leadership and management of its Catholic Life

are outstanding and inspection confirms this.

Governors and other leaders ensure the Catholic mission of the school is at the heart of all school life. Gospel values underpin all the work of the governing body and guide them in appointing staff, evaluating the work of the school and in ensuring the best possible outcomes for pupils. All staff and governing body meetings begin with a prayer and reflection. Staff Inset begins with the celebration of Mass.

The headteacher works extremely closely with the chair of governors and the parish priest to lead by example and inspire all those involved in the life of the school. Together, they ensure an authentic, vibrant experience of belonging to a faith community for pupils and staff. Staff speak very highly of the support they received from the headteacher, the parish priest and all governors. Staff speak positively about how leaders and managers enable them to contribute to the Catholic Life of the school. They feel their contributions are recognised and they value the support they are given.

Leaders, including governors, are committed to ensuring high quality professional development for all staff. This includes support from the Diocesan Leader of Education for both curriculum RE and for prayer and liturgy plus Inset every two years with their cluster schools.

As a result of this professional development, several staff members have been promoted to leadership roles in other Catholic schools in the Diocese.

Inspection confirms the school's judgement that the quality of provision for the Catholic Life of the school is outstanding.

Through the commitment of all those in school to its Catholic mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. In particular, they support the work of Cafod, through fundraising. They recognise that each of them has a call to Jesus, to do kind and charitable works, helping those in need.

The weekly 'golden awards' assembly often rewards those children who have demonstrated the gospel in action and are able to say, 'I am shining Jesus' light.'

During Lent and Advent, a special early morning Mass is held in school each Friday. All staff join many families at this Mass, which is an opportunity to celebrate together as members of a faith community.

Leaders have developed many partnerships which make a positive contribution to the Catholic Life of the school and broaden pupils' experiences. For example, the work with the cluster schools enables children to participate in many activities with a religious character.

Parents are overwhelmingly supportive of the school and feel that Catholic Christian values influence every part of school life.

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

Inspection confirms that the extent to which pupils enjoy and achieve in Religious Education at Our Lady of the Assumption is outstanding.

During inspection the pupils were highly engaged and motivated during RE lessons. They are religiously literate and demonstrate a deepening understanding of the Catholic Faith. Pupils state that they 'really enjoy learning in RE because, the more they learn, the closer it brings them to God'.

Lessons observed during the inspection in Early Years found that pupils develop and apply a range of skills, including independence and imagination. One pupil in Early Years was able to clearly articulate, from recent learning, the meaning of the story of Jesus in the Temple.

In Key Stage 1 there are high standards and expectations with pupils working collaboratively, on challenging tasks, to deepen their knowledge.

Lessons in Key Stage 2 showed creativity and excellent use of resources with challenging questions provided for pupils, such as 'Does it matter whether Jesus rose from the dead or not in light of religious teachings?' High expectations were also evident in these lessons. The use of questioning by teachers, to develop pupils' thinking is a strength across the school. The vast majority of pupils make excellent progress in RE from a low baseline.

Children enter the Foundation stage with attainment below age-related expectations in RE. They make good progress in Key Stage 1 and over a five year period there is an upward trend in standards. From Key Stage 1 to the end of Key Stage 2 pupils are making at least expected progress with approximately 20% of pupils making better than expected progress to meet Year 6 expectations. Progress is very good for all groups of pupils and staff are working together to find ways for those pupils with additional needs to demonstrate attainment at all levels.

School leaders and governors place high importance on RE and much work has taken place monitoring and evaluating aspects of Religious Education. The staff value the support given by the subject leader and the Parish Priest. This has had a very good impact on the quality of planning, teaching and assessment. The RE subject leader maintains a portfolio of assessed pieces of work which have been moderated and agreed by Diocesan colleagues. School leaders plan the

curriculum using a wide range of teaching and learning activities to add breadth, balance and to engage pupils.

School leaders are aware of strengths and areas for further development and this is incorporated into the development plan for RE. The head teacher, who is also the RE subject leader, has strategies in place to monitor the impact of teaching and learning. These include tracking, lesson observations, book monitoring and pupil voice.

Pupils' progress and attainment is tracked and this is used effectively by school leaders to raise standards in RE. Information about pupil progress is shared with governors, who have a sound knowledge of standards in RE.

The quality of provision in Religious Education is outstanding. Teachers' planning for RE ensures that lessons build on prior learning and fully meet the needs of all pupils. Teachers start with the Religious Education Curriculum Directory (RECD) and seek to provide pupils with first hand activities and memorable learning experiences. Staff subject knowledge is very good due to their own drive for excellence in RE and to the opportunities offered to them through continuous professional development.

There is evidence of high quality marking and feedback that develops children's skills and knowledge in RE as well as their literacy skills. Pupils report that teachers' marking helps them to improve. Pupils speak highly of the amount of effort and care provided by teachers in RE lessons. Pupils can also demonstrate that they are learning about other faiths and talk knowledgably about this learning.

Work is ongoing to incorporate the Human Relationships and Sex Education (HRSE) curriculum into existing plans for curriculum RE. This will be in place by September 2018.

Parents speak highly of the school and parental and community involvement is high. Parish links are a great strength of the school and there are many links with other schools in the area.

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