



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Cathedral Catholic Primary School
Lancaster**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	Cathedral Catholic Primary School
Address:	Balmoral Road, Lancaster LA1 3BT
Telephone Number:	01524 64686
Email Address:	head@cathedral.lancs.sch.uk
School URN:	119621
Headteacher:	Miss Kelly Hannah
Chair of Governors:	Father Stephen Pearson
Lead Inspector:	Mrs Adrienne Delaney
Team Inspector:	Mrs Amy Bates
Date of Inspection:	13 th November 2015

INFORMATION ABOUT THE SCHOOL

Cathedral Catholic is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school mainly serves the parishes of Cathedral and St Thomas More and Our Lady Immaculate, Caton.

It is a below average-sized primary school with 199 pupils on roll, of which approximately 49% are baptised Roman Catholic and 23% are from other Christian backgrounds. 32% of children identify with an ethnic heritage other than white British with 23% being from eastern European background. 26% of children have English as an Additional Language and there are 9 languages other than English spoken by children in the school.

The majority of pupils come from the socio economic groups C-E with a growing number coming from socio economic groups E* (4.9% compared to 1.6% in 2012/13) The percentage of pupils eligible for FSM is average at 16.5% and the number of pupils eligible for Pupil Premium Funding is average at 25.7%.

There are 2 pupils with a Statement of Educational Need and 17 pupils receiving additional SEN support. This equates to 10% of the school and is below both the local and national average.

The school has a high level of inward mobility with 32% of children joining the school late. Outward mobility is average. Both these factors have led to a dramatic rise in pupil numbers over the last few years.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	27	26	31	30	28	29	28	199
Catholics on roll	7	9	14	15	17	16	18	97
Other Christian denomination	5	7	8	10	4	5	6	45
Other faith background	3	6	1	3	1	2	2	18
No religious affiliation	11	5	6	5	4	6	3	40
No of learners from ethnic groups	10	14	11	7	11	7	8	68
Total on SEN Register	3	5	2	2	4	4	3	23
Total with Statements of SEN	0	0	1	0	0	1	0	2

Exclusions in last academic year	Permanent	0	Fixed term	2
Index of multiple deprivation	C			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Cathedral and St Thomas More	97
Our Lady Immaculate, Caton	0

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% 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)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	8
Part-time teachers	2
Total full-time equivalent (FTE)	9
Number of Catholic teachers FTE	9
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	4
Chaplaincy staffing	N/A

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS	30

EXPENDITURE (£)	Last financial year 2013-14	Current financial year 2014-15	Next financial year 2015-16
Total expenditure on teaching and learning resources	£48,442	£101,000	£50,000
RE Curriculum allowance from above	£1,500	£5,000	£5,000
English Curriculum allowance from above	£1,000	£10,000	£5,000
Total CPD budget	£10,000	£15,000	£15,000
RE allocation for CPD	£4,500	£5,500	£5,000

How the school has developed since the last inspection
<p>All aspects for improvement since the last inspection have been addressed and the new leadership team is already having an impact on raising standards. An improved baseline assessment and a more detailed tracking system across school have been put in place and governors are well informed and able to monitor attainment and progress in curriculum RE.</p> <p>The school has a very good capacity to sustain these improvements. The dedication of the governors together with the commitment of the new leadership team and all staff, demonstrate the capacity to improve further. Inspection has shown that self-evaluation is good and issues arising from in-house moderation meetings have identified areas for development in curriculum RE.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

The Cathedral Catholic Primary School is a good Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision. Pupils enjoy coming to school and they have positive attitudes to learning. One Year 5 pupil described her Catholic education in the school as one where she 'takes the Word of Jesus into the playground and then to her family to share and live.' Pupils deepen knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its Mission Statement daily which states that it works 'in the loving service of others, proclaiming the Gospel and striving for the values of the Kingdom of God'. Governors play a significant part in leading the strategic direction of the school in the community it serves. The recent leadership changes have enabled recommendations since the last inspection to be actioned in full. The governors, the recently appointed leadership team and the previous RE subject leader, a committed team of teachers and support staff have ensured the Catholic life of the school remains good.

The Catholic Life of the school is good and the commitment from the newly appointed head teacher, deputy, head teacher, governors, staff, and parish clergy to support pupils in their prayer life and to grow in faith has remained a priority while the school has undergone changes. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at the Cathedral School. This can be seen through pupils' responses to each other and to their understanding of the notion of the common good in the world we live in. They actively and willingly become involved in a variety of activities supporting their 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 to become the best they can be.

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

The quality of curriculum RE is good and pupils are provided with appropriate learning opportunities to deepen their faith, to understand Catholic traditions and practices, and to make good progress in their learning. Pupils enjoy their RE lessons

and the curriculum is good. Clear action plans are in place to continue to raise attainment and achievement is good.

Teachers' subject knowledge has a positive impact on the delivery of curriculum RE. They are well-supported in terms of professional development and several teachers are undertaking or hold the Catholic Certificate of Religious Studies (CCRS). The curriculum has been developed to meet the needs of all learners in line with diocesan and national recommendations.

CAPACITY FOR SUSTAINED IMPROVEMENT

1

The school's capacity for sustained improvement is outstanding. Governors, newly appointed Headteacher, Deputy Headteacher and all staff demonstrate the resolve and capacity to move the school forward in curriculum RE and in the Catholic Life of the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Improve outcomes for all pupils embedding opportunities for the celebration of Mass and liturgical celebrations with the school community
- Further develop the curriculum in terms of links with the wider community. This would give pupils a greater understanding of local, national and global issues and help prepare them for life in modern Britain, whilst enhancing their learning in gospel values.
- Celebrate successes by continuing to involve parents, governors, staff and pupils in evaluating the impact of good curricular opportunities on pupil progress that are impacting positively on the teaching and learning of RE in the school.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- 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

2

2

2

Pupils make a good contribution to the Catholic Life of the school and greatly benefit from it. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and to become the best they can be. They are at the heart of an embedded culture of care and concern promoted by leaders, managers and the staff team. Despite recent changes in the Senior Leadership Team (SLT) this ethos has been upheld and promoted. Pupils' behaviour is good and they are polite and considerate to each other. A positive behaviour policy emphasises personal responsibility which is rooted in a culture of praise, respect, choices and rewards. It encourages forgiveness and reconciliation and leads to good spiritual, moral, social and cultural development.

Despite the fact that there are many pupils who are not Catholic, pupils in the school are proud of their beliefs: they are reflective and respectful of those with beliefs different to their own. They are aware of the needs of other people and seek to support others through assemblies and fund raising. Pupil behaviour is very good and a strong pastoral team supports vulnerable children and their families. This is underpinned by good spiritual, moral, social and cultural development; for example, two Year 6 pupils who were showing the inspectors around the school could discuss the merits of the CAFOD Harvest fundraising and talk about the aspects of the school mission statement.

Pupils treat others with respect and acknowledge that their behaviour always has consequences. There is an atmosphere of reconciliation where pupils learn to forgive and to start each day afresh, recognising good in everyone as they grow together in faith and love to serve the community. One Year 5 pupil stated that we must "Trust in God and understand that God's plan is not always our plan"

Governors and school leaders are committed to the Church's mission in education as expressed in the *'Fit for Mission? Schools'* document. Governors make a significant contribution to the Catholic Life of the school and they possess the experience needed to drive the school forward. They are committed to their school and able to challenge as well as to support where necessary. They are involved in monitoring and evaluating the Catholic Life of the school. Continued professional development is having a positive effect on the delivery of curriculum RE and staff meet regularly to share ideas and plans, and to moderate work. All staff are supported in developing the Catholic Life of the school and have had

appropriate training on a regular basis. Governors, clergy, school leaders and support staff ensure that the Prayer and Liturgy of the Catholic Church are central to the life of the school and a key part of school celebrations. They now plan the school calendar around the liturgical seasons and feasts, bringing them to life and deepening knowledge and understanding of them. They have been instrumental in forming the school's revised Mission Statement and, during the inspection it was observed that artwork depicting aspects of the Mission Statement was placed in highly visible positions around the school. Pupils enjoy school liturgies, they are assisted and supported in their prayer life and are becoming confident in preparing and leading communal prayers. They appreciate being given time to pray, to celebrate and to reflect. On the day of the inspection the school's head boy and head girl were able to discuss aspects of Catholic Life of the school with inspectors, pointing out these as they showed us around. They were aware of the Pope's call to a Year of Mercy. Themes for prayer and liturgy are chosen by pupils and these show a good understanding of the Church's mission and include the spiritual aspirations of all pupils, for example inspirational people, creation, treasures, and saints.

The quality of provision for the Catholic Life of the school is good. The Cathedral School is a welcoming, friendly community with a family ethos where everyone is given an opportunity to grow in faith and to use their individual gifts in order to flourish as children of God. The school is a harmonious community, focused on responding to the fundamental needs of the human person in terms of spiritual, intellectual, physical, emotional and social growth. There is an expression of the relationship between faith and action where pupils are encouraged to understand that the Catholic community is one of love and forgiveness, welcome and celebration, tolerance and care for all in our world. Prayer and liturgy are central to the life of the school and resources are used well to achieve priorities set.

Staff set good examples, are proud of their school and work well together. There are positive relationships with the priests, parish, catechists, parents, governors, staff and pupils that everyone works hard to develop. The school has worked closely with successive parish priests since the last inspection to prepare pupils with catechists for the sacraments of Reconciliation and Eucharist. The present parish priests are regular and welcome visitors to the school, encouraging and supporting prayer and liturgies that are planned for special times in the school and the liturgical year. They are instrumental in taking the school forward with plans for regular Masses. This is an area for development and is acknowledged by governors and leaders. The school develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes and there are plans to develop more links with the wider community, in terms of visits and visitors from other Catholic and wider faith communities and to further establish the global understanding aspects of Catholic responsibility.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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

2

1

2

The majority of pupils enjoy RE. They speak confidently about their RE lessons and have positive attitudes towards their learning. On entry to Foundation Stage, baseline assessment in RE of children shows that most have little knowledge or understanding of the Catholic faith, or of its traditions. However, they make good progress throughout foundation stage and Key Stage 1 and enter Key Stage 2 generally in line with national expectations. This progress is maintained in Key Stage 2.

Leadership and management of the RE curriculum are very well organised. The new leadership team of the school have supported the determination of the staff to continue improvement. Governors and school leaders are dedicated to raising attainment and have high expectations of pupils. The former RE subject leader, new leader and Headteacher provide valuable support to staff. Staff show resolve in improving their subject knowledge and practice. They work well with the governors and SLT in using a range of monitoring activities relating to provision and outcomes in RE. Excellent marking, assessment and tracking systems are in place and continue to be embedded and refined.

Governors have a good understanding of attainment and progress in RE through termly curriculum meetings and regular visits to the school and to individual classes.

The quality of teaching and learning observed during the inspection was good and good use is being made of experienced support staff to enhance opportunities for learning. Teachers have developed good subject knowledge that contributes to the pupils' progress as learners. They avail themselves of CPD opportunities and value the support of governors and the SLT. The evaluation of planning and lesson observations carried out by senior leaders is clearly having a positive impact on raising the quality of teaching and learning. As a result, in lessons pupils concentrate, are eager to learn and achieve well. There is good quality marking evident and the progress of pupils is enhanced as comments encourage pupils to further their learning. This good practice is secure across the school.

Governors and school leaders are committed to the school's Catholic mission and to its place in Religious Education. The RE curriculum takes account of the Curriculum Directory and meets the requirements of the Bishops' Conference in full. It also takes account of the diocesan document '*Fit for Mission? Schools*' and

provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. By using a variety of strategies teachers ensure that all pupils are able to make progress. Governors and leaders are well aware of the requirements of Catholic curriculum RE. They use a range of teaching and learning activities and resources to ensure breadth and balance to the curriculum. There is a good variety of resources for RE and teachers use them well to provide a stimulating learning environment. The displays in the hall, in classes and around the school are of a high standard. In addition, teachers provide good opportunities for good spiritual and moral development. The Cathedral Choir Club was observed singing liturgical music joyfully and prayerfully during lunchtime.

Plans are in place to provide more opportunities to deepen pupil's understanding of differing cultural and faith practices and these could be extended. For example, pupils could celebrate their varying faith practices and link with communities that share faith and cultures different from their own.

Communication with parents is good; newsletters inform parents of topics to be covered in RE so that support can be given from home. The school's new website keeps parents well-informed. Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They say that their children are happy in school and that they are very happy with the provision for RE in the school.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<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. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<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. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	1	2	2