



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. RICHARD'S CATHOLIC PRIMARY SCHOOL

ATHERTON

Inspection Date 13 February 2019

Inspectors Rev. D. Melly Mrs M. Hillsdon

Unique Reference Number 106498

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 170

Chair of Governors Mrs C. Price

Headteacher Mrs D. Nulty

School address Flapper Fold Lane

Atherton
Manchester
M46 0HA

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Date of last inspection 11 March 2014

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Richard's school is a smaller than average sized Catholic Primary School situated in Atherton and serving the parish of St Richard
- There are 170 children on roll of whom 58 are baptised Catholic, 39 come from other Christian denominations and 11 from other faith or religious traditions. Sixtytwo have no religious affiliation.
- There are 9 teachers baptised Catholic. Six teachers have a suitable qualification in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

St. Richard's school is outstanding in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding. The Catholic Life of the school is outstanding which is amazing considering the low percentage of children who are Catholic.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school. They actively participate in Collective Worship and all, even those who are not Catholic, obviously enjoy the whole worship experience and gain a lot from it. Many pupils also share these experiences at home and one family even asked for baptism for their children because of this. Pupils also appreciate the regular retreats provided by Fr Paul and more recently Animate. They have regular Masses in church and school and now Mini Vinnies are becoming part of the life of the school.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. They have been involved in renewing the Mission Statement and designed the school logo.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is outstanding all of the time. They show an understanding of the need to forgive, be forgiven and have an excellent understanding of right and wrong.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school, the parish and the wider community. They are aware of the needs of

others and seek justice for others within and beyond the school community. They support the Atherton Food Bank, St Rocco's Hospice, the British Legion Poppy Appeal, CAFOD, Nugent, McMillan Cancer Support and Children in Need.

- Pupils value the input of Fr Paul and Animate and participate in residential opportunities provided by the school. It is hoped that the thriving chaplaincy which the school had in the past will be reintroduced.
- Pupils respond well to the opportunities the school provides for their personal support and development. The work of the Pastoral manager, who is nurture trained, is of particular value here. As a result, all pupils are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding. The teaching of Relationships and Sex Education has recently been introduced and is working well.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils, including those who are not Catholic, value and respect the Catholic tradition of the school and its links with the parish communities and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church.
- Staff are extremely committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer, Come and See for Yourself and avail of Continuous Professional Development on Catholic Life especially that provided by the Department for Christian Education.
- There is a strong sense of community at all levels, evident in the quality of relationships and the centrality of prayer in the community. Some children, when interviewed, said: 'We are like a family and we all love each other.' Others said: 'We are proud of our school family because it is the best school ever and we try to live in a happy way like Jesus would want us to.'
- The school environment reflects its mission and identity through obvious signs of its Catholic character. The displays are outstanding as are the focuses for worship and other religious artefacts throughout the school. There is a prayer room which is well used and a prayer garden. The learning environment enhances the children's learning and development.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- The school provides many opportunities for the spiritual and moral development of pupils and staff.
- The work that Fr. Paul and Animate do is effective in supporting and promoting the Catholic Life of the school.
- Policies and structures are in place, which provide excellent pastoral care for the pupils, and there is a commitment to the most vulnerable and needy in both policy and practice.

- The school has a regard for the pastoral needs of staff and all members' needs are understood and catered for.
- Pastoral programmes, Personal, Social and Health Education (*PSHE*) and Relationships and Sex Education (*RSE*) are planned, well taught and reflect Catholic teachings and principles.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have an outstanding understanding of the school's mission and are supportive of it and support Masses and Collective Worships in good numbers.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an outstanding contribution to the Catholic Life of the school. They are very keen to promote the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. The governors are obviously passionate about the school.
- The school website promotes and celebrates the Catholic Life of the school in an outstanding manner.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils and in Religious Education is good.
- Pupils enjoyment of Religious Education is outstanding. Some pupils said that Religious Education gives them an opportunity to think about things they would not normally think about. It also offers a chance to think about others. Some children, without being asked, said that they love Religious Education and it was discovered later that they were not Catholic.
- Pupils, from their varied starting points, make outstanding progress in each key stage.

- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence all pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. There is a range of marking across the key stages to enhance progress through challenge and praise.
- Pupils concentrate well, have an understanding of how well they are doing and of what they need to do to improve. They can articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. Pupils enjoy challenging activities and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding teachers make it fun to learn and so pupils really enjoy Religious Education.
- Pupils' attainment, as indicated by teacher assessment, is good.
- The quality of pupils' current work, both in class and in written work, is good.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan outstanding lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly outstanding.
- Teachers are confident in their subject expertise and have an outstanding understanding of how pupils learn. As a consequence, pupils apply themselves well and make outstanding progress in lessons and over time. There is obvious progression as pupils move up the school.
- Teachers employ a range of appropriate strategies, including individual and collaborative work, talking partners and role play. Consequently all pupils are highly motivated and concentrate well in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to the outstanding progress and increases their confidence in making further improvements.
- Teachers manage time well to secure good learning in lessons and across sequences of lessons.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including other adults and Information Communication Technology are used effectively to optimise learning for pupils. The quality of the Teaching Assistant's contribution in lessons is outstanding.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively.
- High quality feedback and affirmation leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- There is a rich culture of celebration in the school.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a reflection of outstanding assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education.
- The current curriculum leaders for Religious Education have a clear vision for teaching and learning and have an outstanding level of expertise in securing this vision. These are used effectively to improve teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding. Both are obviously very passionate about Catholic Life, Collective Worship and Religious Education. They are obviously well supported by the head teacher.
- Leaders and governors ensure that Religious Education is very well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils respond to and participate in the school's Collective Worship outstandingly.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. All pupils value and participate voluntarily in liturgy and prayer.
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a massive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which all pupils participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is obviously part of the life of the school and prayer is included in all school celebrations. They see it as part of the fabric of the school and praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction.
- Collective Worship is obviously given a high priority in terms of planning, evaluating and resourcing. As a result, experience of Collective Worship is very engaging and all members of the community speak positively about these opportunities.
- Relevant staff have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have an excellent experiences of the Church's liturgical life. This is enhanced by the service Fr. Paul provides and which is very much appreciated.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an outstanding understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is excellent.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts.
- They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils' planning, leading and evaluating Collective Worship. The evaluations of the Collective Worship observed in Year 6 were breath taking. Similar evaluations were observed in the Collective Worship files.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. Here good use has been made of the in-service provided by the Christian Education Team and which has been greatly valued.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.

- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - ensuring teachers develop the language of the level descriptors into their day to day repertoire to more accurately support pupils during lessons;
 - giving quality time to next step marking to ensure pupils know what they need to do to improve further.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to develop a curriculum map for Relationships and Sex Education;
 - beginning to embed *Journey in Love* and *No Outsiders* into lessons to support Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
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The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

<i>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</i>
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