



Thorneyholme Roman Catholic Primary School

URN: 119689

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

06–06 February 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school meets the 10% requirement of teaching religious education, as laid down by the Bishop's Conference.
- The school is fully compliant with any additional requirements of the Diocesan bishop.
- The school is compliant in relation to the previous areas for improvement.

The self-evaluation process occurs on a regular basis and contributed to by all of the school community.

Creative and innovative activities are evident in religious education books.

More able pupils are given the opportunities to model and showcase their work.

What the school does well

- Pastoral support for pupils is a key strength of the school.
- Staff feel valued by the leadership team and governors: relationships are extremely positive.
- Pupils are happy and confident and know they are loved and cared for.
- The religious education curriculum is well planned to meet the needs of all pupils in the mixed age classes of this small rural Catholic school.

What the school needs to improve

- To provide pupils with further opportunities to respond to, understand and articulate the demands of catholic social teaching and their responsibility in caring for our common home.
- To continue to develop class prayer and liturgy so that these sessions are prepared and confidently led by all pupils.
- To provide a wider range of prayerful experiences for pupils, offering opportunities for reflection and so understanding how prayer can inspire them to action.

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

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

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

2

2

Pupils at Thorneyholme Roman Catholic Primary School understand the Catholic identity and mission of their school and actively participate in all activities provided. They know that the school and their community are committed to following the teachings of Jesus. Behaviour around the school and in lessons is good. Pupils show great respect and care for each other. They are happy and confident knowing they are valued and cared for, as one pupil stated, 'we do as Jesus asked us to do, "love one another as I have loved you"'. Pupils are involved in raising funds for Cafod and Caritas and have recently embarked on a project to be involved in Mary's Meals, supporting children in some of the poorest parts of the world. Leaders need to continue to work with all pupils to develop their understanding of improving and caring for God's home, working for the common good and why we are called to serve in doing this. The growing in faith together (GIFT) team are enthusiastic in their role; they meet regularly, supporting senior leaders in delivering whole school prayer and liturgy. They are now ready to develop further in the tasks of planning and leading prayer and liturgy across the school in order to impact on the spiritual life of all pupils.

The mission statement, 'Together we love, dream and believe under the umbrella of God,' is lived and witnessed by all in the school community. It is to be reviewed in the very near future in conjunction with St Mary's Roman Catholic Primary School, Sabden, with whom the school has a successful collaboration. All staff at Thorneyholme are excellent role models for pupils, providing love and care through extremely positive relationships. Everyone is welcomed, including the most vulnerable, to this small, friendly village school. Staff provide high levels of pastoral care for all pupils. There is a tangible sense of 'family' across the school and staff are proud to be an integral part of this. Relationships at all levels are strong and everyone feels supported within

the school. Parents were overwhelmingly positive in the questionnaires returned, with one stating, 'staff at Thorneyholme have immersed my children with love and guidance, following the examples that Jesus taught us.' The school environment bears witness to the Catholic mission in education. The relationships and sex education curriculum is fully rooted in the teachings of the church and meets all statutory requirements.

Leaders and governors recognise their duty as guardians of the Catholic life and mission of the school and ensure Christ is at the centre of their policies, work and decisions. Governors, including the religious education governor, are regular visitors to the school and work in partnership with the leadership team. The executive headteacher, with her staff, demonstrates guidance and care for all, and everyone is welcomed into this loving and happy environment. The parish priest is a regular visitor to school and all staff welcome his involvement and support. Staff are extremely positive about the help and care they receive from the leaders and governors and believe their well-being and workload has a high priority. Parents are extremely supportive of the school's mission and are complimentary of the Catholic education their children receive. Leaders and governors engage with the diocese and participate in the services provided. Leaders and staff need to provide further teaching and activities for pupils that demonstrate the school's commitment to the caring for our common home and to the service of those who are in greatest need. Pupils need to participate in the school's evaluation of its Catholic life and contribute to planning improvements to it.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

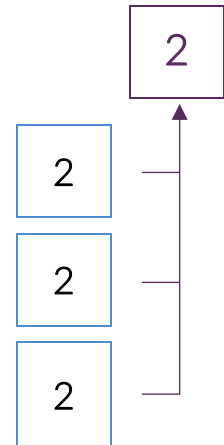
How well pupils achieve and enjoy their learning in religious education

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, understanding and skills that reflect the requirements of the *Religious Education Curriculum Directory*. The *Come and See* programme is followed by all age groups. Pupils enjoy their lessons and show interest and enthusiasm. They make good progress across the school year and achieve well in all age phases and are eager to share and discuss the lessons and activities they have enjoyed. The majority of religious education work is well presented and shows a variety of creative activities to support learning. The ‘check in’ and ‘check out’ activities at the start of each unit of learning clearly demonstrate the progress made by all pupils, particularly across Key Stage 2. Pupils recognise how well they are doing through these activities and clearly understand the school’s marking policy. They are able to talk about how they can improve their work. Reflection and thinking time are used well in lessons when questions are posed by the teachers. Pupils achieve average attainment in line with other core subjects. Pupils would benefit from further development in the use of religious vocabulary when discussing their work in religious education lessons and so be able to express their knowledge and understanding, confidently and clearly.

The leaders of the school have developed a religious education curriculum that is well planned and meets the needs of all pupils in their two mixed age classes. In the Key Stage 2 class, work was planned to ensure that the activities met the learning needs of the Year 5 pupils who studied a different aspect of the syllabus to the Year 3 and 4 pupils. Their work was challenging and the pupils’ demonstrated independence and confidence in meeting their learning objectives. The teachers planning is regularly evaluated to ensure there are no gaps in the delivery of the curriculum. All staff create a positive climate for learning with pupils being encouraged to help and support each other. A variety of activities to aid and enhance learning is evident in religious

education books. References to scripture and passages from scripture were evident during inspection. Resources, including adults are used well. The religious education working wall and prayer areas display the current work being undertaken. Provision could be further enhanced by more skilful use of questioning to identify where pupils are in their understanding and ensuring that key religious vocabulary is used, by pupils, across all religious education lessons.

Leaders and governors have ensured that religious education is comparable with other subjects in terms of resourcing, staffing and timetabling. Religious education is given the required time. A variety of activities to support and enhance learning is evident in religious education books. As Thorneyholme operates two mixed age classes, leaders have successfully managed the challenge of providing a curriculum that meets the needs of all their pupils to ensure they progress sequentially. Advice was rightly sought from the diocese in how to organise the curriculum. The recent collaboration with St Mary's, Sabden, has benefitted the pupils of Thorneyholme school as it has enabled expertise, including those of religious education leaders, to be shared across both schools. The subject leader has a clear vision for the delivery of religious education and recognises where support is needed in the teaching and learning of this subject. Senior leaders and governors attend a variety of diocesan training and deliver the key messages through staff training. Leaders and governors need to plan a regular and robust monitoring programme for religious education, as part of the whole school monitoring plan, to ensure improved outcomes for all pupils. Leaders need to prioritise the teaching and learning of religious education for discussion in all governor meetings and headteacher reports.

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

3

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 experiences of prayer and liturgy provided by the school. They showed reverence and respect in the services observed during inspection. Each class has a prayer area as part of their religious education display, which reflects the liturgical year. Pupils know some ways of praying that are part of the Catholic tradition, however they would benefit from experiencing a wider range of prayerful experiences. The opportunity for pupils to participate, plan and lead prayer and liturgy in classrooms is limited. Pupils plan and complete in detail the class celebration section of their "Respond" booklets but could not give examples of when they were able to work with others to deliver these experiences. Pupils need to develop in their roles to support each other in planning and delivering class prayer and liturgy so that everyone can undertake liturgical ministries with confidence. They need to evaluate and reflect upon the impact of these prayer and liturgy services and how they can be improved. The GIFT team is enthusiastic in their role but would benefit from opportunities to work collaboratively with other pupils to plan and lead prayer and liturgical services across both key stages.

Prayer life is appropriately planned at Thorneyholme Catholic Primary School with pupils able to talk about the daily pattern of prayer that takes place. Assemblies, class prayer and liturgy, reconciliation and other services take place on a regular basis. Leadership of the school ensure that pupils attend Mass on key feast days, significant celebrations and other opportunities during the year e.g., start and end of the school year and the feast of St Hubert, however, these are not always planned for in the school calendar. Staff work well to encourage the faith development and prayer life of all families, through the development of 'prayer bags' which are taken home during the seasons of Advent and Lent and the close working relationship with the churches of St Mary and St Hubert. A termly religious education letter is sent home outlining the learning to take place in the term ahead and opportunities for parents to support their children.

Parents are welcomed at all assemblies and celebrations. Spaces have been provided for prayer and worship; these include individual classrooms, the school library and the forest school area. Whilst staff are models of good practice, more opportunities need to be provided for all pupils in every class to be highly skilled leaders of prayer and liturgy.

Leaders and governors recognise the importance of prayer and liturgy for the development of the faith life of the school. A new policy on prayer and liturgy has been developed; it is well formulated and fit for purpose. It shows a clear strategy for building up skills and participation as the children progress through school. Governors have ensured that adequate funding, resources and training are allocated to the ongoing development of prayer and liturgy in the school. Leaders, with the parish priest, have planned the sacramental programme, which is well attended. Planning the liturgical year within the school calendar and timetable will ensure opportunities for celebrating the Eucharist are regularly offered, allowing the whole school community opportunities to attend mass and other services. Opportunities for the professional development of all staff in the delivery of prayer and liturgy other liturgical services has been organised. Next steps is for leaders, including governors, to regularly review the quality and impact of prayer and liturgy and seek the views of pupils in their own evaluation. The headteacher has correctly identified, in the school improvement plan, that prayer and liturgy is an area for development and focus.

Information about the school

Full name of school	Thorneyholme Roman Catholic Primary School
School unique reference number (URN)	119689
School DfE Number (LAESTAB)	8883810
Full postal address of the school	Thorneyholme Roman Catholic Primary School, Trough Road, Dunsop Bridge, Clitheroe, BB7 3BG
School phone number	01200448276
Headteacher	Claire Halstead
Chair of governors	Neil Wallace
School Website	www.thorneyholme.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	8 th June 2017
Previous denominational inspection grade	Good

The inspection team

Fiona Robinson
Marie Kwiatkowski

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