



St Mary Magdalene's Catholic Primary School

URN: 148993

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

11–12 July 2024

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

1

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 curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

What the school does well

- The mission statement is lived out by all in the school community. Staff bear witness to the Catholic life and mission of the school.
- Pupils' behaviour and engagement in religious education lessons is excellent.
- Pastoral support for pupils and families is a key strength of the school.
- Leaders and governors are fully committed to engagement with the local parish and parish priest.
- Leadership opportunities offered to all pupils is exemplary.

What the school needs to improve

- Ensure there is consistency of practice across the school in giving feedback to pupils in religious education.
- Continue to develop class prayer and liturgy so that these sessions are prepared and confidently led by all pupils, and include moments of quiet reflection, prayerful silence and heartfelt response.
- Monitor and evaluate the provision of collective worship so that all staff become highly skilled at developing pupils in participating and leading class 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

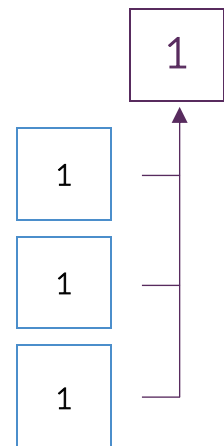
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The pupils at St Mary Magdalene primary school are confident and happy pupils. They are able to express their understanding of what it means to be unique individuals and know they are valued and cared for. The pupils understand that the school and their community are committed to following the teachings of Jesus and as one pupil stated, “we put religious education and Jesus at the centre of all we do.” All pupils have an opportunity to be a leader or part of a team that is making a difference and they are eager to take on these roles and responsibilities. Opportunities arise for pupils to be part of the Faith team, Live Simply Team, school council and many other groups. Pupils are enthusiastic about their role in caring for the environment both locally and nationally, and can clearly explain how they have to live sustainably and support poorer communities around the world. They have embarked on CAFOD’s “Live Simply Award”, and have their own Live Simply team whose work is influencing and positively impacting on the activities of all pupils. Pupils have a clear understanding of their responsibility to care for others, evidenced through the amount of charity work they are involved in which includes supporting Pendleside hospice, CAFOD and Burnley foodbank. The close partnership of the school and parish has resulted in some pupils becoming altar servers. Behaviour in lessons, and throughout the school is excellent.

All members of the school community are committed to the implementation of the school's mission statement and believe it is lived and witnessed throughout the school. The school exemplifies the mission of the Church in its relationships, culture of welcome, practice of the faith and service to families and the local community. The school values, linked to Gospel values, are visible around the school and known by all. The environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space contributing positively

to the formation of all pupils. Staff are exemplary role models, providing love and care for all pupils, including the most vulnerable, through extremely positive relationships. Parents and carers are overwhelmingly supportive of the care their children receive. Staff spoke of the opportunities to further develop their own spirituality and the influence of senior leaders who “speak openly about their personal faith and who are authentic in their practice”. In working at St Mary Magdalene school, they feel they are part of a family. The parish priest works closely with the school and is a regular visitor, supporting the staff in developing the faith life of the pupils. The relationships, sex and health education (RSHE) curriculum is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors are deeply committed to ensuring that Christ and his teaching is at the centre of all their work and to developing the Catholic faith life of the pupils in their care. The headteacher puts Catholic life and mission at the forefront of her school’s work which results in high care, commitment and support from every member of the school community. With her senior leaders, she has worked hard in promoting an excellent relationship with the local parish and parish priest. This has resulted in monthly family Masses on a Saturday evening with staff leading the children’s liturgy and regular school Masses. Pupils are encouraged by leaders to contribute and take a lead on further developing the Catholic life and mission of the school and, because of this, are confident in the many activities they undertake. There is a commitment from leaders to care for the staff and their well-being and all staff feel valued. Support and challenge by the governors is offered to the leaders of the school, ensuring that the Catholic life and mission of the school continues to develop and thrive. The school is a member of the Romero Catholic Academy Trust whose support and guidance for the school is recognised by all of the community at St Mary Magdalene primary school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

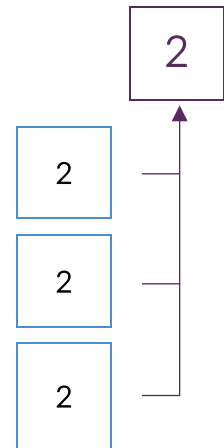
How well pupils achieve and enjoy their learning in religious education

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 actively engaged in religious education lessons and show commitment and enjoyment. This is due to the development of creativity in religious education and the opportunities given to pupils to share their thinking and understanding. Pupils are able to work independently and respond well to the challenge of learning. They are keen to share their ideas and show great care and respect for each other. They are able and encouraged, to use subject-specific vocabulary. This was evident in a Year 4 lesson where pupils were using the vocabulary from the current unit but also effectively bringing in key vocabulary from previous learning. Scripture is displayed around the school and pupils were competent in using scripture in lessons observed. Teachers use questioning effectively but pupils would benefit from opportunities in religious education to develop their own questions to enhance their learning further. Pupils achieve attainment in line with other core curriculum subjects. In order to make greater progress pupils need more opportunities to evaluate their own work and more opportunities for recalling previous learning. Further monitoring is needed to ensure work in some books is consistently neat and well-presented. Behaviour for learning is excellent in all classes and across the school.

The *Come and See* programme is followed by all classes and leaders ensure religious education work follows the requirements of the *Religious Education Curriculum Directory*. Teachers are confident in their subject knowledge and create a positive climate for learning, with pupils being encouraged to support and help each other. Lessons are well planned and teachers have high expectations of the pupils in their care. Provision allows for a mixture of both creative tasks and extended written answers. Links are beginning to be made for cross curricular work within religious education; for example, in a Year 5 lesson connections were made with sustainability work currently being undertaken in geography. The religious education working walls and prayer areas, in all classes, display the current work being undertaken. Good practice is evident where

teachers give feedback on previous work at the start of lessons or written feedback as questions in books, but this is not consistent across the school. Assessment systems are well established with all teachers using the “check in check out” method to demonstrate pupils learning across a unit and written assessments are used also. Data is analysed and the information gained is shared with all staff to further develop improvements in religious education teaching and learning.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Religious education is given the required time. The newly formed religious education team are enthusiastic in their role and have ensured that teaching is consistently good across the school. They have a clear vision for their subject and have identified the areas for improvement. All staff have received regular professional development which has included training with the diocese. Governors are regular visitors to the school, monitoring standards and evaluating current practice. Senior leaders have ensured that enrichment activities, including visiting speakers, and regular religious education homework enhances the learning for pupils. They have also ensured that the needs of different pupils are met through the use of additional support. The school’s Catholic Self-Evaluation Document (CSED), with regards, to religious education, is an honest and accurate reflection of the school’s current position. Leaders need to ensure that a regular and robust monitoring programme is in place so that areas identified for development will impact on teaching and learning and lead to outstanding practice across the school.

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

Class prayer and liturgy is an established part of St Mary Magdalene school's daily timetable. Pupils know their school prayer and a variety of contemporary and traditional prayers. Pupils understand there are a variety of ways of praying, including the use of scripture, silence and singing. They are very confident in writing their own prayers. They show respect and reverence in all services. The faith team members are enthusiastic in their role. They meet weekly, and with support, enjoy the experiences of planning and leading prayer and liturgy across the school. Further monitoring of their delivery in classrooms and evaluating their work will ensure they become highly skilled in leading all pupils in prayer and liturgy. The next steps are for more pupils across the school to have the opportunity to lead class prayer and liturgy and be involved in planning, leading and evaluating these sessions. This further involvement will ensure pupils can undertake liturgical ministries with confidence. These sessions need to include moments of quiet reflection and prayerful silence. Pupils have the opportunity to be involved in school Masses and other services that take place across the liturgical year. Pupils also have the opportunity to be involved in family Masses which takes place each month.

Senior leaders and staff are models of good practice in both leading and participating in prayer and liturgy. Pupils experience a variety of services and ways of praying that follow the Catholic tradition. Assemblies, class prayer and liturgy, whole school Masses including Masses for key feast days, take place on a regular basis. Leaders, with the parish priest, have planned the sacramental programme, which is delivered in collaboration with the school. Prayer life is embedded in the school with a daily pattern of prayer. Prayer areas are established in every classroom, however ways of using these prayer spaces more effectively could be explored. Parents are welcomed to all services provided by the school. During inspection a "hearts and craft session" for Year 6 parents and pupils took place. This was well attended and involved a

prayer and liturgy service at the start of the session. Pupils worked with their parents on an activity that demonstrated their understanding of Catholic social teaching principles. Appropriate resources and artefacts have been purchased to support prayer and liturgy including the services of *Ten:Ten* and Mark's Mission, which the Faith team use to support their work. Prayer and liturgy sessions could be further enhanced with the school drawing upon the musical and artistic talents of its staff and pupils.

Leaders and governors recognise the importance of collective worship for the faith development of the whole school community and are striving to ensure it is of the highest quality. A policy for prayer and liturgy is in place but it would benefit from a clear strategy for building up the skills of pupils, to lead and participate in class prayer and liturgy as they progress through the school. Governors and parents are actively included and welcomed in regular prayer and liturgy activities. Leaders have ensured there are regular professional development opportunities for staff, who understand the importance of prayer and liturgy for the pupils in their care. Senior leaders engage with other leaders across the Trust in sharing and developing good practice in this area. As part of the monitoring cycle, both governors and leaders need to continue to review the quality and impact of prayer and liturgy. Further development would be to include the views of pupils as part of their own reflection and evaluation. The headteacher has correctly identified, in the school improvement plan that prayer and liturgy is an area for further development and focus.

Information about the school

Full name of school	St Mary Magdalene's Catholic Primary School
School unique reference number (URN)	148993
School DfE Number (LAESTAB)	8883435
Full postal address of the school	St Mary Magdalene's Catholic Primary School, Wellfield Drive, Burnley, BB12 0JD
School phone number	01282436880
Headteacher	Bridget Loughran
Chair of Governors/Trustees	Phillip Glass
School Website	http://www.st-marymagdalenesrc.lancs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Romero Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2016
Previous denominational inspection grade	Outstanding

The inspection team

Lead Inspector Fiona Robinson

Team Inspector Susan Lyonette

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