



Inspection carried out Under Canon 804 and 806  
and in accordance with Section 48 of the Education  
Acts 2005 and 2011

DIOCESE OF SALFORD

Name of School: St Oswald's RC Primary School, Hartley Ave, Accrington BB5 0NN  
Inspection date: Wednesday 12<sup>th</sup> February 2020  
Reporting Inspectors: Fiona Robinson, Patty Ganley, Suzanne Walker

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Type of school	Primary
URN	119657
Age range of pupils	3-11 years
Number on roll	161
Appropriate authority	The Governing Board
Chair of Governors	John Jordan
Headteacher	Cath Kippax
Religious Education Subject Leader	Jessica Collinge
Date of previous inspection	March 2015
Grade of previous inspection	Outstanding

Explanation of the Grades - 1 = Outstanding, 2 = Good, 3=Requires Improvement, 4 = Inadequate

Overall effectiveness of St Oswald's School	Good	Overall grade	2
The Catholic Life of the school (incorporating Welcome, Welfare and Witness)		Grade	1
Religious Education (incorporating Word)		Grade	2
Collective Worship		Grade	2

## CHARACTERISTICS AND CONTEXT OF THE SCHOOL

St Oswald's is a smaller than average Roman Catholic Primary School serving the Parish of St Mary's in Oswaldtwistle, Lancashire. There are currently 161 pupils on roll from Nursery to Year 6. 43% of the children are eligible for pupil premium funding which is well above the national average. There are 43% of pupils who have English as an additional language and 36% of pupils have been identified as having a Special Need or Disability. 24% of pupils are Baptised Roman Catholics along with 50% of staff. One teacher holds the Catholic Certificate in Religious Studies (CCRS). The head teacher has been in post for three years.

## OVERALL EFFECTIVENESS

St Oswald's is a good school that should be proud of the outstanding welcome, welfare and witness to the Catholic faith that it provides for everyone in the school community. The children have a real sense of belonging in their school and feel well cared for and supported. Behaviour across the school is outstanding and pupils show care and respect for each other. Parents recognise and value the care their children receive and are extremely supportive of the school, the governors, the headteacher and the teaching staff. Governors, staff and pupils are confident and secure in their witness to Christ, the Gospel and the teachings of the church.

## THE KEY STRENGTHS OF THE SCHOOL INCLUDE:

- The warm welcome extended to all which reflects the school's mission statement.
- The welfare provided to each family and particularly the most vulnerable in the community.
- The outstanding behaviour of the children which ensures they learn in a calm and positive environment.
- Supportive parents and governors who fully appreciate what the headteacher, leadership team and staff are achieving for the school

## AGREED AREAS FOR DEVELOPMENT

- To plan and deliver a Religious Education curriculum that reflects the liturgical year alongside the current schemes of work.
- To monitor and evaluate systematically the Religious Education teaching across the school to ensure that there is consistency of provision and quality.
- To ensure during Collective Worship that there are a variety of experiences for pupils including moments of silence, reflection and the use of liturgical music.

## THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness)

<b>The Catholic Life of the school is Outstanding</b>	<b>Overall grade</b>	<b>1</b>
Outcomes - The extent to which pupils contribute to and benefit from the Catholic Life of the school		<b>1</b>
Provision - The quality of provision for the Catholic Life of the school		<b>1</b>
Leadership - How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school		<b>1</b>

The Catholic life of St Oswald's school is outstanding. The pupils are very proud of their school and actively participate in all aspects of the school's work. They benefit from high expectations, achieving good progress and results across the school. Behaviour for learning is outstanding in all lessons and around the school. Children are respectful to their teachers and to each other. Children's ideas and opinions are valued by the staff and so the Pupil Council, Eco council, Faith Council and other groups in the school are able to fulfil their action plans and impact on the life of the school. The care and compassion of the children and staff is demonstrated through their charitable works e.g. raising money for Caritas by organising Easter Bingo. The Faith Council are developing

in their role; maintaining the prayer focus points in each classroom, meeting weekly and given opportunities to plan and deliver collective worships. The children can talk about caring for the environment and our common home. The newly formed Eco-Council have started recycling and energy schemes and have plans to develop further the prayer garden with the planting of trees.

The mission statement is known by all and governors, parents and children have contributed to its development; its impact is seen in all work across the school. It is revisited on a regular basis. Parents, governors and visitors all feel welcomed into the school. The parents meeting was very well attended which demonstrates the support and care the parents have for the school. They were all extremely complimentary and particularly praised the support that children with special educational needs receive. One parent commented, ‘my daughter has complex needs...the care she received was unreal, she was always included and adjustments made...’ Families are invited to class masses, assemblies and celebrations. The school clearly fulfils its mission as a Catholic school by supporting families and particularly those in need. The school employs a Family Support Worker for two days a week whose work is invaluable to the families of the school. The FSW accesses financial aid, food banks, and furniture for families in need and supports families during times of school closure. Caritas in Action sessions and afternoons have ensured children are aware of local, national and global issues and are developing an understanding of the social teaching of the Church. There are clear safeguarding systems in school and the children feel happy and safe. The well cared for and attractive school grounds and environment is testament to everyone’s care for God’s world. The school has very good links with the parish and the work of the parish priest enhances the provision of the Catholic life of the school.

The governors, headteacher, senior leaders and all members of the school community strive to ensure that Christ and his teaching is at the centre of all their work and all are deeply committed to developing the Catholic faith life of the children. Detailed accounts of the Catholic life of the school are reported each term to the governing body whose members are regular visitors to the school. The governors have a high level of expertise and experience. The Religious Education subject lead is experienced in her role and ensures that provision is made for the continual professional development of all staff including those who are not of the Roman Catholic faith

**RELIGIOUS EDUCATION (incorporating Word)**

<b>Religious Education is Good</b>	<b>Overall grade</b>	<b>2</b>
Outcomes - How well pupils achieve and enjoy their learning in Religious Education		2
Provision - The Quality of teaching, learning and assessment in Religious Education		2
Leadership - How well leaders and governors promote, monitor and evaluate the provision for Religious Education		2

The quality of Religious Education is good. Evidence was seen of the children developing skills and knowledge across all the key stages. The children speak with confidence about what they are learning and were fully engaged in all lessons observed. Most pupils have an understanding of how they are doing however, this is an area for further development. The quality of feedback in some books and the next steps pupils need to develop to improve their Religious Education work varies across the school.

The Come and See scheme is used as the core of the Religious Education curriculum and supplemented with the Caritas in Action programme.10% of the curriculum time is devoted to the teaching of Religious Education. Prayer areas and Religious Education displays are evident in all classrooms with some displaying children’s own individual prayers. The teaching observed across the school was judged good overall with high quality lessons being delivered in upper Key Stage 2. In these lessons teaching and learning was matched to the children’s interests and abilities and challenging questions asked to develop deeper thinking and understanding. Work in all books matched the scheme of work and there was evidence of discussions around “The Big Questions”. The Ten Ten resources are used for whole school assemblies and follow closely the liturgical year. This work needs to be developed further in Religious Education lessons so that there is evidence of more work in books on the

key feast and celebrations of the Church's year. Assessment takes place at the end of each topic and work is ongoing in developing this area further in line with training from the Salford Diocese Religious Education team. This area could be enhanced further with portfolios evidencing samples of the assessment work across the school. Other faiths are studied in line with the scheme of work and this was evident in a display on Hinduism. The Headteacher and Religious Education subject lead are committed to ensuring that Religious Education is of the highest standard for the children in their care. Regular reports are given to the governing body outlining the Religious Education provision of the school. However, the Senior Leadership team needs to ensure that there is written evidence of the monitoring of Religious Education lessons and the impact this has on the teaching and learning. For Religious Education teaching to be outstanding staff need to be given opportunities to observe high quality Religious Education lessons and to incorporate other curriculum areas e.g. music, art and drama into their Religious Education teaching. The leadership team send regular newsletters home detailing their work in the school. Parents were very clear about the importance of Religious Education and stated children talked enthusiastically at home about work they were studying in Religious Education lessons.

## COLLECTIVE WORSHIP

<b>Collective Worship is Good</b>	<b>Overall grade</b>	<b>2</b>
Outcomes - How well pupils respond to and participate in 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

Life at St Oswald's Primary school is permeated with prayer and worship. Staff and pupils are working to develop their approaches to prayer and have recently invested in Ten Ten Resources to support them in their efforts, which are having a positive impact. This ensures that the Liturgical Year is a focus from week to week in prayer times. Pupils assemble reverently for these special times and participate readily both in silent reflection and spoken prayer. In the acts of worship observed, pupils showed that they are well used to setting out a focus for prayer during a time of quiet reflective music. Scripture was central; during the day the theme in all acts of worship was linked to the Gospel reading for the previous Sunday, concerning using our talents to let our light shine for the world.

The school has set up a 'Faith Council'; a group of pupils who are becoming confident in planning and leading prayer and worship. Their confidence was seen in the upper Key Stage 2 collective worship in which the pupils were completely in charge, settling the rest of us with helpful suggestions for becoming still in prayer, guiding us through some reflections and scripture and then allowing silent time for thinking about how we might use our talents to serve the world and let our 'lights shine'. This pupil-led and reflective approach now needs to be adopted in other acts of worship to allow children more opportunities for silence and quiet prayer. The Faith Council are helping younger pupils to start preparing their own acts of worship: this is an excellent development and should be encouraged in the future, so that the experiences the oldest children are having are replicated in the rest of the school and so that eventually younger pupils can also become more independent in leading prayer and worship.

The Religious Education Subject leader, with the support of other leaders and the governors, has ensured resources are available to the school for prayer and worship. The good work on enriching prayer and worship already done needs to continue to be strengthened by increasing the variety of approaches to prayer, including meditation, as well as more active forms of praise such as joyful singing, mime and drama.