

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: St Hilda's R.C. Primary School

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Chair: Mrs Monica Ventress

Date: 28th April 2010

Inspector: Mrs Susan Fall

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupil's needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory Catholic school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St Hilda's Roman Catholic Primary School is a much smaller than average primary school which serves the parish of St Hilda's , Whitby which incorporates English Martyrs' in nearby Sleights. Many pupils travel to school from the surrounding area. Currently, there are 51 pupils on roll, of whom 45% are baptised Roman Catholic. The school is undersubscribed. The proportion of pupils who are entitled to a free school meal is well below the national average, as is the proportion identified as having a special educational need and/or disability. The vast majority of pupils come from White British heritages.

The pupils are taught in three classes: a Reception/Year 1 class, a Year 2/3 class and one for Year 4/5/6 pupils. The Headteacher has a half time teaching

commitment and Class 1 and Class 3 are taught by two different teachers across the week. The Headteacher holds the Catholic Certificate of Religious Studies.

Pupil Catchment:

- Number of pupils on roll: 51
- Planned Admission Number of Pupils: 15
- Percentage of pupils baptised RC: 45%
- Percentage of pupils from other Christian Denominations: 55%
- Percentage of pupils from other World Faiths: 0%
- Percentage of pupils with no religious affiliation: 0%
- Percentage of pupils with special needs: 11%

Teaching Staff:

- Full-time Teachers: 3
- Part-time Teachers: 1
- Percentage of Catholic Teachers: 50%

Support Staff:

- Full-time Classroom Support Staff: 1
- Part-time Classroom Support Staff: 1
- Percentage of Catholic Classroom Support Staff: 100%

Percentage of learning time given to R.E

FS	10%	Yr 1	10%	Yr 2	10%
Yr 3	10%	Yr 4	10%	Yr 5	10%
				Yr 6	10%

Parishes served by the Schools

St Hilda's Whitby, incorporating English Martyrs' at Sleights.

1. OVERALL EFFECTIVENESS

2

MAIN FINDINGS

St Hilda's is a good Catholic school which is well led by a committed Headteacher and a Governing Body who positively promote and develop the Catholic life of the school. The strong pastoral care of individual children ensures a great feeling of well being within the school community. The school provides a caring, safe and purposeful environment where each person is valued, respected and listened to. The Catholic ethos pervades the whole school community in which the pupils' spiritual, moral and social development is very good. The Mission Statement, 'Love one another as I have loved you' is known by the whole school community and encompasses all that they strive to achieve. Pupils were able to give many examples of how this is put into action in the daily life of the school.

Good communication exists between the school and parents, keeping them well informed about the Catholic Life of the school and about their children's progress in Religious Education. Parents expressed a real sense of pride about the school and spoke warmly of the family atmosphere and the way new children soon became part of the community.

Outcomes for pupils are good: progress is good in Religious Education and attainment is above average in oral work and average in written work. The provision for Catholic education and the school's capacity for sustained improvement are good. The school has evaluated its overall effectiveness in its Catholic life as good and the inspection findings concur with this.

What the school needs to do to improve further :

- To continue to develop assessment and tracking procedures in Religious Education which will include clear guidance which enables pupils to make progress and know what they need to do to achieve higher levels.
- To review the Mission Statement in light of the new members of the Governing Body.
- To further develop the Chaplaincy provision in school.

2. PUPILS

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How good outcomes are for pupils, taking particular account of variations between different groups

All pupils throughout the school make good progress. This is evident in the work of all learners. Pupils' oral work demonstrates that they gain a good knowledge and understanding of religion and a growing ability to reflect on meaning as they progress through the school. However, written work is not of the same depth, quality and quantity. Standards overall achieved at the end of Key Stage 2 in Religious Education are therefore broadly average and as yet they are not quite comparable to standards in Literacy. Accurate assessments at the end of each topic are used to note pupils' Religious Education understanding.

The pupils enjoy their Religious Education lessons, especially when their opinions are sought, when they are involved in group discussions and when doing practical activities. This was particularly evident in Class 3 where pupils were asked to describe what evidence they would be able to use to 'convict' someone of being a Christian. The range of evidence discussed indicated a good understanding of the qualities needed to be a follower of Jesus.

The pupils are keen to do well and apply themselves diligently in lessons and work at a good pace. Behaviour is of a high standard and pupils show respect for each other and themselves. They value the opportunities given through the School Council to make a positive contribution to the life and well being of the whole school community: - an example of this is the purchase of new playground equipment following an audit of needs by the School Council.

The pupils value the caring attitude of their teachers who 'are kind, make lessons fun and help them'. Pupils of all abilities make good progress with their learning. The needs of all pupils are addressed as the teachers know each child and know their needs. The pastoral care of the pupils is of a high standard and strength of the school.

The pupils respond well and participate well in the school's Collective Worship. Prayer is central to the life of the school. Pupils participate in masses and do so with confidence. Older children have the opportunity to plan and lead acts of Collective Worship. Pupils demonstrate reverence and respect in a calm and peaceful atmosphere which ensures a good contribution to the pupils' spiritual development.

• How well do pupils achieve and enjoy their learning in Religious Education?	2
❖ <i>the quality of pupils' learning and their progress</i>	2
❖ <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress in Religious Education?</i>	2
❖ <i>pupils attainment in Religious Education?</i>	3
• To what extent do pupils contribute to and benefit from the Catholic life of the school?	2
• How well do pupils respond to and participate in the school's Collective Worship?	2

3. PROVISION

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How effective the provision is for Catholic education

Learning and teaching in Religious Education are good. The quality of teaching observed during the inspection was good. Lessons are well planned and indicate that teachers are building on prior attainment and experiences given the broad range of age and ability in each class. Lesson objectives are shared with the pupils and some marking of their work is developmental indicating how well they have done and how they could improve. However, much of the marking lacks explanation of how the next steps in learning could be developed.

Written work covered a range of tasks such as poems, story writing and reporting. There was evidence of deep reflective thinking in some older pupils' work with an advanced description of the qualities needed to communicate difficult messages; a Year 5 pupil wrote, 'You're to have courage, keep hold of your emotions and you've got to stay calm.'

Based on the evidence available in pupils' books, classroom displays and through discussion it is clear that pupils are gaining knowledge, skills and understanding in Religious Education at a good rate. A tracking system has been introduced but it is not yet consistently used to analyse and monitor individual rates of progress.

The quality of the Religious Education curriculum is good; it fulfils the Bishops' Conference requirements by ensuring that 10% of curriculum time is used for Religious Education following the 'Here I Am' programme. Teachers use a variety of teaching styles, matched to the abilities of the pupils and appropriate resources. All teachers demonstrate good questioning skills, they allow children time to reflect between answering questions and by allowing children to develop their answers they lead them to higher levels of understanding. A Class 1 lesson on the theme of Pentecost enabled pupils to reflect on how messages made us feel. The pupils

explored this through discussion followed by a range of well differentiated tasks including excellent use of IT.

The quality of Collective Worship is good. Worship is well planned with a thematic approach, delivered conscientiously and with commitment. Pupils are given opportunities to reflect on how they might apply the worship theme to their own lives. Pupils participate in leading prayers in masses and do so with confidence and reverence. The Parish Priest is a regular visitor to school celebrating masses on a monthly basis either in school or in the parish church of St Hilda's. Parents are frequent visitors to liturgical celebrations in school and expressed a high level of satisfaction with the Religious Education provided by the school and the very good levels of communication offered by all members of staff.

The Headteacher works successfully with others beyond the school to ensure that pupils are given the opportunity to meet people from different backgrounds. Raising money to support local, national and international charities ensures that the pupils have an awareness of their global responsibilities and a sense of the common good.

• The quality of teaching and purposeful learning in Religious Education	2
• The effectiveness of assessment and academic guidance in Religious Education	2
• The extent to which the Religious Education curriculum meets pupils' needs	2
• The quality of Collective Worship provided by the school	2
• The quality of provision for the Catholic life of the school	2

4. LEADERSHIP AND MANAGEMENT

2

How effective leaders and managers are in developing the Catholic life of the school

The leadership and management of the Catholic Life of the school are good. The Headteacher articulates a vision of Catholic education strongly focused on the school's Catholic mission in promoting the spiritual development of all pupils and raising standards. The Governors are committed and dedicated. The Headteacher is empowered to effectively manage the school and the Governors understand and carry out diligently their roles within the structure. They welcome and seek information in order to provide challenge. School self evaluation is regularly undertaken by staff and Governors and analysis of this forms the basis of areas for development. Governors discharge their statutory and canonical duties effectively. They have recently completed their own self evaluation of their performance and identified areas for improvement. It is some time since the Mission Statement has been reviewed with Governors; therefore plans are in place to complete a review for the benefit of new Governors.

The Headteacher, who is the Religious Education co-ordinator undertakes lesson observations and work scrutiny to ensure that teaching continues to be of a good standard and that the pupils are making progress. She regularly attends co-ordinator meetings and inset and disseminates to staff. Staff have undertaken appropriate training activities to further develop their knowledge and confidence to deliver lessons of quality. A partnership has been developed with other Catholic schools in the area in order to promote Catholic learning and pupil well being. In this small family school the Headteacher currently provides chaplaincy support but has plans to develop this further to provide a chaplaincy team.

<ul style="list-style-type: none"> How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school, including chaplaincy provision, and plan improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met 	2
<ul style="list-style-type: none"> How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being 	2
<ul style="list-style-type: none"> How effectively leaders and managers promote and develop Community Cohesion 	2

5. THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT

2

The school has a good capacity to continue to improve due to good knowledge of its strengths and development needs, identified through self evaluation.

The Headteacher has a clear vision for developing the Catholic Life of the school and has the full support of the Governing Body.

The good quality of education and current focus on assessment and tracking ensures that standards are likely to improve further.