

DIOCESE OF MIDDLESBROUGH

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



School: St Mary's R.C. Primary

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Chair: Very Rev. Canon Gerald Cox

Date: 21-22 October 2009

Inspector: Mrs Morita Metcalfe

A Report from
The Diocese of Middlesbrough Education Service
Section 48 Inspection Team
50a The Avenue
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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.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Introduction

This Section 48 Inspection was carried out by one Inspector commissioned by the Diocese of Middlesbrough. The Inspector visited 4 lessons, held meetings with governors, groups of parents, groups of pupils and the Headteacher. The Inspector observed the school's Catholic life, three Acts of Worship and looked at a range of school documentation including policies, School Improvement Plan, Headteacher's report to Governors, pupil's current work and assessment data.

Factual information about the school

St Mary's Catholic Primary School is situated in the small town of Market Weighton in the East Riding of Yorkshire. There are 93 pupils in the school which comprises of 82 families. 6.3% pupils are adopted which is above average 8.5% have English as an additional language, which is average, 15% are looked after children and 15% are pupils with Special Educational Needs., which is average. Pupils come from the town of Market Weighton and some travel in from surrounding villages.

The school serves the parish of Our Lady of Perpetual Help, Market Weighton which also serves the Catholic community of St John the Baptist, Holme-On-Spalding Moor. There are 40% baptised Catholic pupils on roll the remainder coming from other Christian dominations and one Muslim family. The school has a strong partnership with the parish.

There are 4 classes with mixed year groups in each. Number of staff is 5.1 which include teachers covering preparation and planning time. Four of the five teachers have the CCRS certificate. Pupils are taught in mixed age groups due to the small pupil roll number. Pupils entitled to free school meals is lower than average. There is a provision for Early Years Foundation Stage and these children are taught along side year 1 pupils.

The accommodation including the additional new building and new hall is exceptionally well maintained and provides an attractive and secure environment for learning.

St Mary's Catholic Primary School is very much part of the heart of the community. It has strong community links with other schools, the Town Council and local organisations.

OVERALL EFFECTIVENESS OF THE SCHOOL

The overall effectiveness of the Religious Education and the Catholic Life of the School is satisfactory with good features.

The school lives and works under the banner of being “Seek Ye First The Kingdom Of God” It is very much a school which is the heart of the community which regards it as a caring nurturing Catholic family. Although only 40% of the school population are baptised Catholics there is nevertheless a strong Catholic ethos that permeates through every aspect of school life.

The Headteacher and Governors communicate a vision for the Catholic dimension of the school and are fully aware of their role in raising standards for all pupils. The schools effectiveness as a Catholic school will be sustained by the current leadership and management.

Standards in Religious Education and the quality of teaching and learning are satisfactory. Systems in managing performance and tackling areas of underperformance, particularly in raising standards and the quality of teaching are as yet not sufficiently developed in Religious Education. The Headteacher is aware of this. The job of monitoring and evaluation of R.E rests solely on the Headteachers’ shoulders currently. Involvement of governors and perhaps other staff members would improve this situation and make it a shared responsibility.

Parents expressed high levels of satisfaction with the school. They say that the Headteacher and all staff are friendly and approachable and they know that any problems are dealt with promptly and sensitively.

The Self Evaluation Document provides a clear picture of the schools success in achieving certain goals and has identified areas for improvement, especially in outcomes for pupils. There is a strong need to improve achievement with demonstrable evidence and clearly set goals.

Effective self-evaluation of Religious Education and the Catholic life of the school are yet to be established. The school recognises the need for accuracy, consistency and robustness of systems for tracking monitoring, analysing and evaluating the impact of the school’s work. Newly established links with other Headteachers, schools and the Diocesan Youth Service will begin to embed this process.

The whole school community including the Governing Body are motivated and are committed to bringing about improvement. They share a wonderful vision grounded in Catholic beliefs and tradition. Their ambition of making St. Mary’s a ‘strong family catholic community’ is well founded and displays the capacity to continually improve as ‘a shining light in the community.’ Community Cohesion and the Home School Partnership are good.

Improvement since the last Inspection

Improvement since the last Inspection is satisfactory.

Marking of pupil's work does not yet consistently provide opportunities to allow pupils to evaluate their work and to provide the next steps in their learning. Assessment procedures have begun but are not yet secure enough to provide tracking systems so that pupil progress can be measured. The planned moderation meetings with other schools will improve this situation.

Capacity to Improve

The school's capacity for sustained improvement is satisfactory.

The school has the capacity and the knowledge to succeed in improving outcomes for all pupils. When effective school and pupil self-evaluation is in place this will enable the school to identify appropriate priorities for the Religious Education by consolidating success and secure further improvement.

What the school should do to improve further

To improve further the school should:

1. raise standards in Religious Education by:

- * establishing a moderation process in school and across a cluster of schools in order to gain a keen understanding of the levels of attainment and expected levels of progress for all pupils;

- * further developing a robust tracking system;

- * improving the quality and presentation of pupils' work in Religious Education, including pupils' own self assessment and evaluation;

- * improving the quality of teaching in Religious Education to create more challenge for more able children and greater participation for all.

2. improve the effectiveness of leadership and management of the Catholic Life of the school by:

- * establishing an accurate, consistent and robust system for monitoring and analysing the Catholic Life of the school;

- * reviewing and updating the Mission Statement involving all stakeholders, including pupils in the process.

THE CATHOLIC LIFE OF THE SCHOOL

The effectiveness of leadership and management in developing the Catholic life of the school is satisfactory.

The Headteacher who is also the Religious Education Subject Leader promotes the Church's mission in education through the life of the school with true dedication and commitment. However systems for monitoring and analysing the impact of the Catholic life are in place but are not yet accurate, consistent and robust.

She fulfils the role of subject leader by ensuring there is adequate provision of all aspects of Religious Education teaching and learning. The school fulfils the recommendation of 10% teaching time and follows the Here I Am programme rigorously. The Self Evaluation Document gives a clear picture of the Religious Education ethos and catholicity of the school.

The School Improvement Plan is linked closely to the Every Child Matters agenda and has as its main priority "May the school community be sealed with the Holy Spirit." The school plans to accomplish this through the SEAL programme and engage all staff in the philosophy and teaching of the Catholic Faith. Steps towards this are through quality Religious Education CPD for all staff.

There is good provision and a range of opportunities for pupils' personal and spiritual development through collective worship, lessons and daily contact with adults within the school. Pupils have a real awareness and understanding of the Catholic life of the school and a small number contribute by being active members in the CAFOD club and taking part in the many liturgies during and after the school day.

Staff are very involved in the parish, have a clear understanding of the Catholic life of the school and are happy to contribute towards it. They support the headteacher in taking part in liturgies, sacramental preparation and instruction of the Catholic faith to all pupils.

Views of parents, the Parish Priest and parishioners are not only encouraged but welcomed and seen as an essential element in preparing the children to be strong in the faith. The Parish Priest is a frequent visitor to the school and respectfully supports the work of the Headteacher and staff in developing the Catholic life of the school. He willingly participates in many of the teaching aspects, recently demonstrating to the pupils the signs and symbols of Baptism linked to Here I Am topics of 'Beginnings' and 'Friends'. The oils of Catechumen were also brought into school from the parish to continue the teaching of Baptism and enabling classes to act out the sacrament accurately. Each year the Parish Priest purchases a Lent badge for each pupil which they wear with pride during the season of Lent.

The Governors know the schools' major strengths and areas for development in respect to its Catholic character. They are aware of their role in implementing plans that are aimed at improving pupil's spiritual and moral development. Governors are clear of their responsibility and not only take the role seriously but enjoy the role. However they are not sufficiently involved in evaluating the

quality of the work of the school. The parent governor election has had 3 nominations, a high percentage for a school of this size.

Collective Worship

The quality of Collective Worship is good.

Collective worship is a strong aspect of the school. Praying together and 'sharing and breaking the word' is central to the life of the school. Children enter assemblies whilst quiet reflective music was being played. The gospel is brought alive to them by drama and participation. The reading of the day is used and the gospel for Sunday's Mass is an aid to preparing them for the 'Word of God'.

All children demonstrate reverence and respect through the appropriate responses to prayer. They have a good knowledge of traditional prayer and liturgy and are becoming more aware of a variety of prayer styles. During an assembly they were taught a Diwali song linked to extending their knowledge of other religions.

Preparation for Collective Worship is generally prepared, organised and led by adults though Year 6 pupils took an active part by reading the Gospel and Bidding prayers. An interactive whiteboard was used to display words of the hymns and the children and adults sang enthusiastically.

Community Cohesion

Community Cohesion in the school is good.

Community Cohesion is a strength of the school. The school is very aware of its role in promoting strong Community Cohesion. The school's Community Cohesion statement is clear evidence of the commitment to supporting Community Cohesion as the school reaches out to its local, national and global communities.

The school experiences many aspects of Community Cohesion including African Day, Polish Night and inviting parishioners in for afternoon tea and entertainment. Their contribution is based on 'Love God above all things and love our neighbour as ourselves.' Polish connections and families help to enrich the provision of Community Cohesion even further. Leadership at all levels promotes and develops Community Cohesion through parish links, Global projects and charity collection. Community Cohesion is very clearly linked to the liturgical life of the school. The school is aware as a Catholic community the need to be involved in serving the common good. Pupils show understanding and appreciation of people who hold different beliefs and values.

The school community linked strongly with the parish share an inclusive vision and recognise and value the range of similarities and differences within the school community. Parents are encouraged into the school and feel welcome and involved in every aspect of school life. The school has very strong links to the global community through CAFOD, supporting a young Kenyan through school, school link to Ghana and learning about other faiths and culture. The school has received the Green Flag award and collects printer cartridges for re-

cycling, proceeds from this go to Christian Aid. Community Cohesion and charity work are always reported to Governors through the Headteacher's Report to Governors.

RELIGIOUS EDUCATION

Achievement and standards in Religious Education

Achievement and standards in Religious Education are satisfactory.

Learning and progress are satisfactory demonstrating the need to install a robust tracking system so that teachers become more aware of pupil progress and the need to adjust teaching and learning to meet the needs of the pupils. Standards of attainment as measured in line with Bishop's Conference document 'Levels of Attainment of Religious Education in Catholic Schools.' are average. Pupil's attainment in knowledge and understanding of Religious Education (ATI) and the ability to reflect on meaning is at least broadly average. At the end of Key Stage 2 in 2009, 77% attained Level 4. This shows an increase from previous years of 50 and 55%.

The quality of the pupils' current work as observed through work sampling and in classrooms including that of children in Early Years Foundation Stage are satisfactory. The volume of work and presentation is adequate but does not fully demonstrate the capability of all pupils especially More Able and Gifted and Talented. There are a lot of adult lead activities and a lot of teacher talk. In lessons there was some differentiation but there is a need to extend this further, especially providing challenging work for the different age groups that work within classes.

Quality of provision for Religious Education

Teaching and Learning in Religious Education is satisfactory.

Teachers follow the Here I Am scheme and provide in-depth study of each topic. On the whole teachers promote purposeful learning and pupils generally appear to enjoy their learning. Progress is however slow and attainment average because teachers are not taking into account prior learning of pupils. Planning and teaching needs to consolidate, build upon and extend learning for all pupils. Teachers have good subject knowledge and as seen in lesson observations inspire pupils to build on their understanding. Not all lessons made effective use of time and not enough time was presented to pupils to develop them as independent learners. Questioning styles including in the assemblies were used to build pupils' concentration, motivation and application although on occasion some pupils became restless and displayed obvious signs of being distracted with the task in hand. There were obvious signs that the teaching encourages pupils' enjoyment and commitment to Religious Education. Adult support in the lessons was not always deployed effectively to benefit the learning of the children. The high quality resources were effectively used to aid learning. Through work scrutiny and in classrooms teachers' expectations were not high enough. Marking of books appears to be consistent but there is need to ensure pupils know how well they are doing and are given clear, detailed steps for improvement.

Leadership and Management of Religious Education

Leadership and management of Religious Education is satisfactory.

The subject leader for Religious Education is a good role model and her role is well established in the school and well supported by all staff members and the Governing Body. She has a clear understanding of the responsibilities of being Religious Education subject leader by providing a secure Catholic leadership as she maintains and develops the Catholic life of the school for all its members. She fulfils the role of subject leader by ensuring there is adequate provision of all aspects of Religious Education teaching and learning.

Religious Education is effective as seen from lesson observations, discussions with pupils and staff and the wonderful thought and consideration that produced the Religious displays throughout the school including a beautiful tile mosaic titled "Love one Another" and a millennium stain glass window.

Assessment of Religious Education has begun but needs to be more rigorous. Staff and the subject leader have a better understanding of assessment but it does not impact as yet on the teaching and learning. There is a need to have a tracking system so that pupils' progress can be seen and measured. Monitoring of Religious Education teaching is only at an informal stage. There needs to be a planned monitoring and evaluation system for the teaching and learning of Religious Education This will provide the Subject Leader with secure evidence of the effectiveness of teaching and learning.

Moderation of pupils work is planned to take place with Pocklington and Beverley schools and with other Religious Education subject leaders. This coming together and sharing of knowledge and skills of Religious Education leadership will benefit the process of moderation and evaluation.

The Mission Statement has not been reviewed for 5 years. The subject leader understands the need to change this situation by involving all stakeholders in reviewing and updating the Mission Statement.

Religious Education resources are of a high quality and varied. The subject leader has built up these excellent resources which are used by all throughout the school. She presents each new item purchased to the Governor for Religious Education and the staff.

Inspection Judgements Form

Area	<i>Key to judgements: grade 1 is outstanding, grade 2 is good, grade 3 is satisfactory, and grade 4 inadequate.</i>	Judgement
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Overall Effectiveness

A1	Effectiveness and efficiency of the provision of Catholic education	3
A1.1	Distinctive nature of the Catholic life of the school	2
A1.2	Overall effectiveness	3
A1.3	Effectiveness of the home / school / parish partnership	2
A1.4	Improvement since the last inspection	3
A1.5	Capacity to make further improvements	3

The Catholic Life of the School

B1	Effectiveness of leadership and management in developing the Catholic life of the school	3
B1.1	Governing body	3
B1.2	Leaders and managers at all levels set clear direction	3
B1.3	Quality of the leadership of the Headteacher and senior staff in developing the Catholic life of the school	2
B1.4	Contribution to spiritual and moral development	2
B1.5	Effectiveness of monitoring and evaluation	3
B1.6	Effectiveness of chaplaincy	3

B2	Quality of collective worship	2
B2.1	Frequency and quality of provision	2
B2.2	Learners' response	3
B2.3	Contribution to spiritual and moral development	2

B3	Effectiveness of the school's provision for community cohesion	2
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B3.1	Effectiveness of provision within school	2
B3.2	Effectiveness of provision within Local Community, Parish(es) and Diocesan Community	1
B3.3	Effectiveness of provision within the UK and Global Community	1
B3.4	Promotion through the Religious Education curriculum	2
B3.5	Contribution of learners to the school community	2

Religious Education

C1	Achievement and standards in Religious Education	3
C1.1	Standard of work	3
C1.2	Pupil Progress	3
C1.3	Learners' success in achieving targets, trends over time and variations between groups of learners.	3

C2	Quality of provision for Religious Education – teaching, learning and curriculum	3
C2.1	Quality of teaching to meet all learners' needs	3
C2.2	Impact of assessment on planning, monitoring and informing learners' progress	3
C2.3	Teaching meeting curriculum requirements	2
C2.4	Response and participation of pupils in their learning	3
C2.5	Behaviour	3
C2.6	Curriculum match to learners' aspirations and potential	3
C2.7	Meeting external requirements of curriculum	2
C2.8	Contribution to spiritual and moral development	2
C2.9	Parental involvement in pupils' learning	2

C3	Quality of provision for Religious Education – leadership and management	3
C3.1	Effectiveness of leadership and support of staff	3
C3.2	Effectiveness of monitoring of performance – quality assurance and self-assessment	3
C3.3	Equality of opportunity	2
C3.4	Adequacy and suitability of staff	2
C3.5	Adequacy and suitability of resources and accommodation	2
C3.6	Deployment of resources	2
C3.7	Effectiveness of Governors' responsibilities	3

