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# **The Diocese of Hallam Section 48 Report**

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## **The Catholic Life of the School and Religious Education**

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**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

**THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION**

**St Francis Xavier Catholic Primary School  
Doncaster**

<b>School URN</b>	106762
<b>Name of Chair of Governors</b>	Bryan Manion
<b>Name of Head teacher</b>	Mr Nicholas Collins
<b>Date of inspection</b>	15 <sup>th</sup> February, 2016
<b>Section 48 Inspector</b>	Mrs Delia Kay

“ ..... An enthusiasm for the things of God”

## Introduction

The Inspection of St Francis Xavier Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

## Description of the School

St Francis Xavier Catholic Primary School is a slightly smaller than average primary school with 200 pupils on roll. It serves two parishes: Sacred Heart, Balby and St Peter in Chains in the centre of Doncaster. It is situated in a built up area, but has the use of a nearby playing field for sports activities.

73% of the children are Catholic. There are 7 looked after children in the school and 31% of pupils are eligible for pupil premium funding.

In September 2015 six new teachers started at the school, three of them being NQT's. This has been a challenge to the leadership team.

<b>Type of School</b>	Voluntary Aided
<b>Age profile of students</b>	3-11 years
<b>Number on roll</b>	200
<b>Number of students on Special Needs and Disabilities Register</b>	17
<b>Number of students with a Statement of Special Educational Needs</b>	4
<b>Number of Catholics on roll</b>	146
<b>Number of Other Christian Denominations</b>	37
<b>Number of other Faiths</b>	6
<b>No religious affiliation</b>	11
<b>School Address</b>	Robert's Road, Balby, Doncaster, DN4 0JN
<b>Telephone Number</b>	01302 344678
<b>Fax Number</b>	01302 341 231
<b>Email</b>	admin@xavier.doncaster.sch.uk
<b>School Website</b>	www.xavier.doncaster.sch.uk

## SUMMARY JUDGEMENTS

**OUTCOMES FOR PUPILS**

**2**

**THE PROVISION FOR CATHOLIC EDUCATION**

**2**

**LEADERS AND MANAGERS**

**3**

**OVERALL EFFECTIVENESS:**

**2**

How effective the school is in providing Catholic Education

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

**Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate**

# OUTCOMES FOR PUPILS

**How good outcomes are for pupils, taking into account variations between groups.**

The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the schools' Collective Worship	2

**The extent to which pupils contribute to and benefit from the Catholic life of the school is good.**

- Pupils show care and consideration for each other. The statement 'Let God's love shine in our lives, as we care and share and learn together' is the school's statement that influences the pupils' good behaviour and the school's work in the wider community eg. Year 6 buddies, fund raising for CAFOD, Cancer Research, Macmillan cake sale.
- During the first assembly in Lent pupils were introduced to the 'Lent Bag' which is given to each child in turn to take home to share with their family. Parents were particularly pleased to be involved in their child's learning in this way.
- Some Year 6 pupils played musical instruments in the Key Stage 1 Lenten Assembly.
- Some Year 6 pupils have willingly led Collective Worship in their class and are in the process of rolling this out through the school, so that eventually all pupils will have had the opportunity to take responsibility for leading Collective Worship.
- Many pupils have been supported through a difficult time in their lives by The Rainbows programme, which helps children come to terms with loss. This is run very effectively by a member of staff with responsibility for Pastoral Support. Another Teaching Assistant runs 'Circle of Friends' sessions daily to help the pupils develop positive relationships with all in school.

**How well pupils achieve and enjoy their learning in Religious Education requires improvement.**

- The school has successfully introduced the 'Come and See' programme and as a result the majority of pupils say they enjoy Religious Education lessons – 'we learn a lot in a fun way' a Y5 pupil said.

- Lesson observations show children are interested and keen to learn.
- The assessment data indicates that too few pupils are reaching age related expectations in Religious Education.
- The work scrutiny shows that some year groups have not recorded in their Religious Education books any learning from some topics taught in the autumn term in line with diocesan expectations. However, samples of work have been saved in a large Religious Education folder as evidence of work covered which helps to track pupils' progress.

### **How well pupils respond to and participate in the school's Collective Worship is good.**

- Pupils show interest, respond well and actively participate in Collective Worship.
- In the Key Stage 1 Lenten Assembly observed, the pupils sang heartily and participated fully in the prayers.

## **PROVISION**

### **How effective the provision is for Catholic Education**

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	2

### **The Quality of teaching and how purposeful learning is in Religious Education is good.**

- Staff meet before the start of each topic to share the 'Come and See for yourselves' to ensure that teachers have a good grasp of the aims and objectives of the theme being explored. Less experienced teachers are supported.
- The Come and See programme is complemented by the use of high quality CAFOD resources, visits and visitors are invited into school.
- In a Y6 lesson the questioning of the teacher and the analogy of a working clock, deepened the pupils understanding of the words used by St Paul.
- Marking informs pupils of how to improve their learning.
- IT is used effectively and a range of teaching strategies and resources are used to promote learning.

- Assessment and tracking need to be used more effectively to ensure that pupils make as much progress as possible.
- The questioning skills of some teachers observed, enabled learners to engage and participate and build on previous learning.
- Teaching Assistants know pupils well. They are deployed effectively and make a good contribution to the learning in school.

### **The extent to which the Religious Education Curriculum promotes pupils' learning is good.**

- The Religious Education Curriculum through 'The Come and See' programme meets the needs of all pupils.
- A range of cross curricular links are used which include role play, Art and IT and these help to capture the interest of the pupils.
- Behaviour is good and pupils showed good listening and co-operative skills which allowed learning to take place.
- British values are incorporated into the Religious Education curriculum and discussed with pupils and parents.
- The Religious Education curriculum fully meets the requirements of the Bishops' Conference in forming 10% of the school timetable.

### **The Quality of Collective Worship provided by the school is good.**

- Mass is celebrated both in school and in St Peter's church.
- Some Y6 pupils are confident leading class based Collective Worship, but they now need to become skilled in using a greater variety of resources, and always include a time for reflection, when they model leading worship to the younger year groups.
- The Key Stage 1 assembly observed presumed that all pupils were aware that Lent began during half term and that all pupils understood the meaning of Lent. New teachers need to be guided by more experienced teachers so that Assemblies match the needs and understanding of the pupils.

# LEADERS AND MANAGERS

## How effective the provision is for Catholic education

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	3
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	3

### **How well leaders governors and managers promote and evaluate the provision for the Catholic Life of the school and plan and implement improvements to outcomes for pupils requires improvement to be good.**

- The Headteacher and Deputy Headteacher strongly promote the Catholic life of the school and the high quality displays around school re-inforce the gospel message.
- Provision needs to be carefully monitored. The governors need a clear, systematic annual plan of monitoring visits and their focus, to ensure that they fully understand how the Catholic Life of the school, can be further developed.
- The governor responsible for Religious Education should complete a 'Visit to School' form after every monitoring visit and share his findings with the Full Governing Body each term, so that all governors are aware of the findings and an informed discussion can take place.

### **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvements to outcomes for pupils requires improvement to be good.**

- When the data return is completed at the end of each academic year, it needs to be carefully analysed and this analysis used to lead the Action Plan for improving the teaching and learning of Religious Education.
- The annual performance of pupils in Religious Education should be shared with governors.



**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
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**The overall effectiveness of St Francis Xavier Catholic Primary School is good.**

- Children enjoy coming to school. They feel safe and secure.
- Parents are proud of the school and praise it for the high quality pastoral care that it provides.
- The mission and ethos of Catholic Education permeates all aspects of school life.
- The majority of lessons taught are judged to be good and the NQT's are being supported well.
- The curriculum is well planned and plays an important part in the moral, spiritual and social development of the pupils.

### **Recommendations**

- Increase the percentage of pupils reaching age related expectations in Religious Education at the end of Key Stage 2.
- Ensure that each pupil in Key Stage 2 records, as recommended by the Diocese, at least four pieces of written work per topic so that progress can be tracked and targets can be set to improve attainment.
- Governors receive training in monitoring the Catholic Life of the school and the teaching of Religious Education.
- Class based Collective Worship is developed so that all pupils are confident and have an opportunity to lead quality prayers and reflection.
- Headteacher's termly report to provide quality information for Governors about the Catholic life of the school and Religious Education.
- An annual Action Plan for the Catholic life of the school and Religious Education be introduced, monitored, evaluated and discussed to monitor progress and improvement.