

The Diocese of Hallam
Section 48 Inspection Report

The Catholic Life of the School and Religious Education

St Mary's Catholic Primary School

Bungalow Road, Edlington, Doncaster, DN12 1DL

School URN	106773
Overall Effectiveness grade	Grade 3
Date of inspection	28 June 2018
Name of Chair of Governors	Fr Kieran Fletcher
Name of Head teacher	Mr Christopher Bratt
Name of RE Subject Leaders	Miss Sophie Topliss
Date of previous inspection	8 October 2012
Previous inspection grade	Grade 2
Section 48 Inspector(s)	John Cape Alex Healy (Associate Inspector)

INSPECTION JUDGEMENTS

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

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

3

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:

CATHOLIC LIFE

3

RELIGIOUS EDUCATION

3

COLLECTIVE WORSHIP

3

OUTSTANDING (1)	To be judged OUTSTANDING for overall effectiveness: The three Section judgements must all be OUTSTANDING
GOOD (2)	To be judged GOOD for overall effectiveness: The three Section judgements must all be at least GOOD
REQUIRES IMPROVEMENT (3)	To be judged REQUIRES IMPROVEMENT for overall effectiveness: One or more sections will be judged to REQUIRE IMPROVEMENT with no sections judged inadequate.
INADEQUATE (4)	To be judged INADEQUATE for overall effectiveness: At least one Section will be judged inadequate.

Summary of key findings:

This is a Catholic Primary School Requiring Improvement

The overall quality of Catholic Education provided by St Mary's requires improvement.

Pupils are enthusiastic about the opportunities to be involved in activities which promote the school's ethos. Behaviour for learning is good because the school provides well for pupils' personal support and development.

Ongoing assessment is beginning to be used to ensure that work is suitably challenging for all groups of pupils but is not yet fine-tuned enough to ensure precision teaching in lessons. It is not yet good because the curriculum is not adapted to meet the needs of all pupils and monitoring is not robust enough to clearly identify precise steps for improvement.

Whilst pupils respond with respect to Collective Worship, they are occasionally passive and rely heavily on adults to arrange and plan for services and liturgies.

What the school needs to do to improve further.

The school needs to raise achievement of all pupils by:

- Ensuring a whole school consistent approach to planning and marking so that all pupils are clear about what they are learning and how they can further improve their work;
- Improving the quality of teaching to ensure that it is at least consistently good across the school;
- Ensuring all teachers use assessment information to plan challenging, differentiated activities which consistently build upon, and extend, pupils' learning;
- Introducing a whole school Relationships and Sex Education Policy aimed at developing pupils' understanding of loving relationships and sexual development;
- Continuing to support the subject leader in undertaking rigorous monitoring, analysis and evaluation of teaching and learning in order to bring about improvement to standards in provision and outcomes for pupils;
- Exploring a wide range of exciting opportunities for prayer and reflection, incorporating areas such as music, dance, art and including different contexts for prayer;
- Ensuring the Catholic Life and identity of the school is given high priority and promoted on a regular basis. For example, by having regular opportunities and a calendar of events to reflect the liturgical seasons and importance of prayer and praise which all stakeholders can engage in throughout the year.

Information about this inspection

The Inspection of St. Mary's 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. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspection was carried out by Mr John Cape and Mrs Alex Healy over one day:

During this one-day inspection, we had the opportunity to:

- Discuss the work of the school with a number of key stakeholders including staff, governors, parish priest, parents and pupils;
- Attend a whole school assembly led by the Religious Education coordinator and Class 3;
- Meet with the headteacher and Religious Education coordinator to discuss their roles and responsibilities in leading Religious Education and the Catholic Life of the school;
- Attend an Act of Collective Worship led by the pupils of Year 6 and the class teacher;
- Talk to the pupils about St. Mary's school and how they enjoyed their learning and being part of the school community;
- Evidence school assessment information, progress reports, photographic evidence and observe focal points and displays in and around school;
- Scrutinise a wide range of pupils' Religious Education work and assessments;
- Explore information posted on the school website.

Information about this school

St Mary's Catholic Primary School was opened in 1962 and serves the parish of St Mary's, Edlington. The school is a smaller than average Catholic primary school with current number on roll at 175 full time and 25 part-time pupils. School numbers have increased over the last two years by 12.4% (April 16 to April 18). All teachers and leaders are new to the school since 2016. A teacher appointed in January 2018 has taken responsibility for coordinating Religious Education and her work is beginning to have an impact on change and development. In a relatively short period of time there is evidence that the impact of her work is beginning to drive improvement in Religious Education and the Catholic Life of the school. There is a large proportion of pupils that are White British (63.3%), with 29.4% of the pupils having English as an additional language. The current proportion of Catholic children is 52.0%. The percentage of disadvantaged pupils in school is well above the national average at 31%. There are high levels of deprivation and unemployment within the catchment area. The mobility of pupils is high.

Full Report – Inspection Judgements

CATHOLIC LIFE

The quality of the Catholic Life of the school is Requiring Improvement

The extent to which pupils contribute to and benefit from the Catholic Life of the school	Grade 3
The quality of provision for the Catholic Life of the school	Grade 3
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Grade 3

The extent to which pupils contribute to and benefit from the Catholic Life of the school is Requiring Improvement

Pupils and their families from other Christian denominations are warmly welcomed to St. Mary's which is a popular school. This is confirmed by the 12.4% increase in pupil numbers during the last two years.

There are close links with the local parish; the parish priest is a regular visitor to school both in his role as chaplain and governor, and his support and encouragement is widely acknowledged and appreciated.

Pupils have a sense of belonging and are proud to be part of St. Mary's school family. They enjoy coming to school to learn and understand the importance and value of caring for each other. So, they are happy, confident and courteous pupils.

They are able to articulate the main differences between their Catholic school and a nearby Community school. Pupils confirm Religious Education is important as it 'helps us prepare for our grown-up lives'.

Pupils' contribution to shaping the school's mission and ethos is growing and developing; they take advantage of the opportunities the school provides to support both local and global communities, such as through fundraising for Cafod.

The pupils are very well supported throughout school by a range of pastoral opportunities provided.

The quality of provision for the Catholic Life of the school is Requiring Improvement.

St Mary's is a welcoming friendly community, there is a strong sense of belonging, and all are respected and cared for.

The mission statement, which is displayed in all classrooms, reflects the school's values and the educational mission of the church in education. Staff now need to develop a collegiate

ownership in order to create a shared vision and purposeful direction so the school regains its identity and authenticity as a good Catholic school.

Good relationships between staff and pupils are evident throughout the school.

Pupils know what is expected of them and were able to talk about reconciliation, saying that it is important to follow in Jesus' footsteps and 'be ready to forgive'.

Most classrooms are bright and colourful with specific focal points linked to the Come and See topic work. However, the Catholic identity of the school needs to be more prominent in the public areas of the school through a range of displays and artefacts linked to the Church's liturgical year.

The Relationships and Sex Education policy requires updating and the school's own self-evaluation has identified the need to review and further develop this policy.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is Requiring Improvement

The recently appointed Religious Education coordinator is passionate about her role and is working tirelessly to improve provision. Evidence to date indicates progress has been made. She has accessed a range of support, attended courses and is building partnerships with local Catholic schools in order to develop good practice and moderate work. The Religious Education Action Plan for summer term 2018 correctly identifies some of the key areas for development.

Monitoring of provision for Catholic Life is developing but this needs to be more formalised and regular checks made to ensure all staff are adhering to what has been agreed.

The school is currently receiving a lot of support from a variety of sources. It is important leaders establish a clear direction and shared philosophy in order for the school to drive improvement in the Catholic Life and Religious Education.

The school has successful strategies for engaging with parents and carers and operates an open-door policy. Parents feel communication is very good, their concerns are listened to and action is taken if required. They believe the Catholic ethos is strong and are very supportive of it.

Although there are currently four vacancies, governors continue to discharge their statutory and canonical duties. They work effectively with the Religious Education coordinator and headteacher and remain committed to upholding the caring ethos which exists. They now need to further develop their monitoring systems to ensure leaders are held to account for the continued development of Religious Education and the Catholic Life of the school.

The parish priest is aware of St. Mary's strengths and areas for development. He provides spiritual and pastoral support for staff and pupils as well as supporting the preparation of First Sacraments and Guided Adoration.

The provision for the Catholic Life of the school is now considered a priority by leaders and governors and they are beginning to have a view of how they want the school to develop. Stakeholders, however, are not always formally involved in embedding and improving procedures to monitor and evaluate provision for the Catholic Life of the school.

The school is well regarded by the local community.

The school's self-evaluation is aspirational and an accurate reflection of its current position.

The school development plan correctly prioritises a specific target aimed at improving pupil outcomes in Religious Education. In order to achieve this key target, progress must be monitored on a termly basis to ensure continuity.

RELIGIOUS EDUCATION

The quality of Religious Education is Requiring Improvement

How well pupils achieve and enjoy their learning in Religious Education	Grade 3
The quality of teaching, learning and assessment in Religious Education	Grade 3
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	Grade 3

How well pupils achieve and enjoy their learning in Religious Education is Requiring Improvement.

The majority of pupils enjoy and understand the value of Religious Education lessons and work steadily on the tasks set in lessons. They concentrate well, working effectively, both individually and in pairs or small groups, when provided with appropriate tasks.

Generally, behaviour for learning is very good.

Some pupils make good progress from their starting points, but in some classes there is evidence of underachievement in Religious Education.

Books evidence a range of written activities but progress is hindered as pupils are not always sufficiently challenged to achieve higher levels of attainment.

The quality and quantity of written and recorded work is variable, for example handwriting, presentation and use of language. Clear expectations need to be agreed in order to ensure a consistency of approach from all pupils in all classes.

Progress in Religious Education requires improvement as some lessons do not adequately address the needs of all pupils.

Differentiated work is not always provided to support and challenge pupils. As a result, the pace of learning and the pace of the acquisition of key skills require improvement.

Individual pupils are not always aware of how they need to improve their work further and what specific targets they have in Religious Education.

Some pupils demonstrated they had good subject knowledge, could articulate their views with confidence and were proud of their Catholic identity, as seen in discussion with pupils about respect and reconciliation.

The majority of pupils are actively involved in their lessons and show determination to improve their knowledge, understanding and skills.

Data over time for both progress and attainment is inaccurate and therefore is not a reliable benchmark. Assessment is being further developed so there is a consistent approach, and an accurate understanding of levelling pupils' work. Data is now being tracked using the EAZMAG system.

The quality of teaching, learning and assessment in Religious Education is Requiring Improvement

The quality of teaching and assessment in Religious Education requires improvement. There are noticeable examples of good teaching in some classes although this is not consistent throughout the school.

Where teaching is good pupils enjoy their learning, participate with interest and make good progress. This good practice needs to be shared so that all teaching is consistently good and better across the school.

In lessons where teaching is good, teachers are effective in providing targeted, engaging activities and good use of the Interactive White Board and technology captures pupils' interest and enthusiasm. This was evidenced in one lesson on 'Everyone has a special place' where pupils were showing an increasing awareness of religious vocabulary. In some lessons, however, progress was slow because of the lack of challenge and expectations were not high enough.

Expectations of what pupils can achieve are not always high enough and at times tasks are not matched closely enough to pupils' skills and understanding and therefore do not challenge and extend learning for all groups of pupils. This is evident when activities limit their ability to demonstrate their knowledge and understanding.

The marking and feedback policy is having some impact but is not applied consistently across the school. Where it is used well, pupils experience success and understand what they need to do to improve. However, written feedback does not always respond to the learning objective or give guidance to pupils about how to move on in the next steps of their learning.

Relationships between pupils and teachers are positive and contribute to pupils' eagerness to want to learn.

A more consistent format for planning, marking and assessment would deliver a far more consistent approach to teaching and learning in Religious Education.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Requiring Improvement.

The school complies with the Bishops' Conference of England and Wales and 10% of taught time in each week is allocated to the teaching of Religious Education.

School self-evaluation of Religious Education is an accurate reflection of the current school position.

The leadership team has now established a plan for improvement and this is beginning to impact in some enhancements to the quality of teaching and learning. However, this is not yet fully embedded and has therefore had insufficient impact in ensuring the quality of teaching is consistently good throughout the school.

There are no clearly established systems for formally monitoring or evaluating the provision for Religious Education.

Assessment information is being collated by the subject leader and whole school pupil tracking is in place but there is insufficient evidence to suggest that it is rigorously analysed, evaluated and shared to bring about improvement.

A high priority must be continuing professional development opportunities for all staff to attend training sessions and in-service events to enhance their knowledge, understanding and skills of Catholic education.

The governing body are supportive of the school and are committed and passionate about the road to improvement. They know its strengths and areas for development and have a good grasp of the challenges faced by the school. They have very good relationships with staff, pupils and families, are supportive of leaders and confident in challenging them. They must now challenge leaders to prioritise Religious Education and the Catholic Life of the school and carefully monitor progress.

The school has strong links with the parish. Pupils visit the church to participate in the celebration of Mass. Leaders ensure that pupils have access to parish based sacramental preparation in line with diocesan guidelines.

The school now has the capacity to address the areas for improvement in Religious Education and has identified the need for collaborative working both within school and with other schools in the pyramid.

COLLECTIVE WORSHIP

The quality of Collective Worship is Requiring Improvement

How well pupils respond to and participate in the school's Collective Worship	Grade 3
The quality of provision for Collective Worship	Grade 3
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	Grade 3

How well pupils respond to and participate in the school's Collective Worship is Requiring Improvement.

The assistant headteacher welcomed the whole school to the gathering in a very positive and affirming way and introduced the assembly which was led by the Religious Education coordinator and Class 3. Pupils gathered calmly, and behaviour was positive.

Year 3 pupils read the introduction, the 'Word' and 'Response' with confidence and understanding and showed great pride in leading the assembly. Some pupils were familiar with the responses, such as to the Gospel reading, although not all children responded.

As this was the first whole school class led assembly, this good practice needs to be further developed so that all teachers have the confidence, knowledge and skill to prepare and guide their own classes in confidently leading whole school Collective Worship.

Whole school agreement should be reached about adhering to what has been agreed in the Collective Worship Policy. For example, that the week begins with whole school worship where the weekly ethos statement is shared and taken back to the classes to form the thread for worship during the week. This was not evident in all classes.

Year 6 pupils led an Act of Worship on 'Journeying' as they prepared for their transition to high school. The atmosphere was purposeful and prayerful and the children respectful. The worship was well planned with a good structure. The use of silence invited children to respond to their journey and annotate questions they may have asked on the way. These questions should have formed part of the final response to the worship.

Pupils would benefit from a greater sense of excitement and engagement in their Collective Worship.

The quality of provision for Collective Worship is Requiring Improvement

Formal prayers are displayed in all classrooms and most children pray daily.

All staff accept responsibility for leading prayer and are well supported by the subject leader. Key seasons of the Church's year are celebrated, such as Easter and Advent and religious festivals of other faiths are also acknowledged.

Prayer and Acts of Collective Worship must now be given the highest priority and become a key feature of every day providing inspiration for staff and pupils.

There is a policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive. However, not all staff have an ownership of the policy and some lack confidence in delivering high quality worship. This could be addressed through continuing professional development opportunities led by senior leaders or the Religious Education coordinator.

Whilst there are a variety of occasions for staff to pray together, these opportunities must become more embedded into routine.

It would be very beneficial for Collective Worship to be carefully planned and resourced to enhance the worship experiences throughout the liturgical year.

Parents, parishioners and governors are given occasional opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and Mass celebrated in St. Mary's Church.

The parish priest is well known to staff, pupils and parents. He reassuringly offers valuable guidance and support to staff and is willing to support their formation and development. His contribution is very highly welcomed and appreciated by all.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is Requiring Improvement.

The headteacher, assistant headteacher and Religious Education coordinator are now focusing on developing high quality Collective Worship in school. They must continue to lead by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.

The Religious Education coordinator has a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship and her role in monitoring is developing.

Leaders now need to support staff to continually develop their skills in leading Collective Worship and in helping pupils to become more independent in their leadership.

The school's life of prayer and worship must now be rightly given high priority by the headteacher, staff and governors and seen as the very heart and soul of the school.