
**The Diocese of
Hallam
Section 48 Report**

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

Diocese of Hallam



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST MARY'S CATHOLIC PRIMARY SCHOOL, (MALTBY) A VOLUNTARY CATHOLIC ACADEMY

School URN	106940
Name of Chair of Governors	Aden Wass
Name of Head teacher	Catherine McLaughlin
Date of inspection	Tuesday 8 th March 2016
Section 48 Inspector	Peter Davison

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Mary's 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. Mary's is a smaller than average primary school which serves the parishes of St. Mary Magdalene's, Maltby and Blessed Trinity, Wickersley. The percentage of children from minority ethnic groups has increased in recent years, but still remains below national averages.

The percentage of children known to be eligible for free school meals is above the national average, by quite a significant number (39.3% compared to 26.0%).

There are eleven teachers in school, seven of whom are Catholic, one of whom has a Religious Education qualification. Approximately 50% of the pupils are baptised Catholic.

Type of School	Primary
Age profile of students	3 – 11 years
Number on roll	195
Number of students on Special Needs and Disabilities Register	38
Number of students with a Statement of Special Educational Needs	2
Number of Catholics on roll	95
Number of Other Christian Denominations	31
Number of other Faiths	13
No religious affiliation	56
School Address	St Mary's Catholic Primary School (Maltby) A Voluntary Academy Muglet Lane, Maltby Rotherham S66 7JU
Telephone Number	01709 812611
Email	maltbystmarys.primary@rotherham.gov.uk
School Website	www.stmarysmaltby.co.uk

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

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.	2
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:

- St Mary's is a welcoming Catholic school, where everyone is respected and valued. Pupils are happy to come to school which results in them having a positive attitude to learning. They work well together and generally show enthusiasm to all aspects of school life. As pupils reported: "Teachers make lessons exciting. "We learn about God and understand about being good."
- Pupils benefit from the range of opportunities offered to contribute to the Catholic Life of the school. There are numerous clubs at lunchtime and after school and the School Council meet monthly to discuss ways to improve the school for everyone.
- They are able to express their own beliefs with some confidence and are developing a good understanding of how their faith impacts on their own lives and others.
- Pupils value the Catholic tradition of their school and are proud of it. They are aware of the importance of spiritual values. They show an interest in, and are developing knowledge of, the religious life of others. Lessons and Collective Worship help to develop pupils' moral development as scripture is related to the children's life experience.

How well pupils achieve and enjoy their learning in Religious Education is good:

- The majority of children enjoy their learning in Religious Education. They have positive attitudes and work well in lessons, applying themselves to the tasks. They are keen to do well, apply themselves intently and work at a good pace.
- Outcomes for pupils are good with most pupils making good progress from well below average starting points.
- They acquire knowledge, understanding and skills appropriate to their age as well as developing their ability to reflect on meaning.

How well pupils respond to and participate in the schools' Collective worship is good:

- St Mary's is a prayerful community and from the earliest age pupils act reverently and show respect when participating in Acts of Worship. They listen well and enjoy taking part in Collective Worship, Liturgies, Masses and Assemblies and there is evidence that pupils are given opportunities to lead them during Lent.
- Pupils are at ease when praying in their school community and participate willingly. In an observed assembly on the life of St John of God linked with the Corporal Works of Mercy, the children sang with great gusto, were responsive to questions posed and were very reverent in their quiet reflective time.
- Adults provide good role models for the children and contribute significantly to the spiritual and moral development of the pupils.

- Children are supported to wonder, contemplate and reflect. They show respect for different faiths and are aware that religious beliefs are important.
- Giving children a greater involvement in planning and leading the prayer life of the school would enhance provision still further.

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.	1

The quality of teaching and how purposeful learning is in Religious Education is good:

- The quality of teaching is good overall with some outstanding features observed. Pupils say they like it when teachers use drama and role-play in their lessons because it helps them understand ideas better and in a fun way.
- Planning is good, showing a clear understanding of the Religious Education curriculum with detailed differentiated activities. Learning objectives are concise and appropriate to the age and understanding of the pupils. Children make good progress in lessons, building on previous knowledge leading to good levels of engagement and positive attitudes to their learning. Teachers have high expectations for pupil behaviour and, as a result, pupils concentrate well.
- A variety of speaking and listening techniques were observed such as paired talk and this gives the children an involvement with their learning, leading to high pupil confidence. Good use is made of interactive whiteboards to engage the children particularly with video presentations.
- Teaching assistants are well managed to maximise learning for pupils with additional needs and they play an important role throughout the school.
- The quality of marking and feedback is good. Pupils are given clear points for improvement which very effectively improves their skills and ensures they make good progress.
- Teachers use their professional judgement when addressing issues in Educational and Personal Relationships. The school is currently developing the EPR curriculum in line with Church teaching in ensuring that children are helped to make right judgements, and take the right actions in the varied situations in which they may find themselves.

The extent to which the Religious Education curriculum promotes pupils' learning is good:

- The quality of the curriculum is good. The time allocated to Religious Education meets the requirements of the Bishops' Conference and in addition, is supplemented daily by the way tradition and prayer permeate the school in class and assemblies. Pupils are enthusiastic learners as a result of a cross-curricular approach that is in evidence from Foundation Stage to Year 6.
- The 'Come and See' programme is being used effectively to ensure progression through the age groups. Work is well matched to pupils' earlier learning and contributes significantly to the wider curriculum.
- The curriculum supports pupils' outstanding spiritual, moral social and cultural development well. They express this through the way they look after each other and through their thoughtfulness for those less fortunate than themselves. They enthusiastically support numerous charities meeting the needs of children locally and elsewhere in the world such as Mission Together, Bluebell Wood Children's Hospice, Cancer Research, Red Cross, Clic Sargeant and St Bernard's Lethoso Appeal.

The quality of Collective Worship provided by the school is outstanding:

- Collective Worship is given a high profile throughout the school. A well planned programme of Masses, liturgies, assemblies and other liturgical celebrations are appropriately matched to the pupils’ stages of development.
- There are strong and well established links between the parish and the school and they work very closely together in the preparation of pupils for the sacraments of Reconciliation and First Holy Communion. The parish newsletter has a weekly update on school news and parishioners from both St Mary Magdalene’s and Blessed Trinity attend liturgical gatherings such as Masses, Christingle and Advent and Lenten celebrations. The role of the School Parish coordinator has had a significant impact in developing and improving links and joint initiatives.
- The school choir bring the joy of Christmas to grandparents, parishioners, senior citizens each year and also perform at the Rotherham Hospital. Children from Year 2 to Year 6 play an active part in the parish Mass each week in the season of Lent.
- Each classroom has a good quality prayer focus. The parish priest speaks very highly of the way they conduct themselves and respond to the wide range of worship experienced.
- There is a Rosary and a Lenten prayer group that meet at lunchtimes. The children’s involvement in Advent, Christmas, Lent and Easter celebrations are praised very highly by all members of the school community.

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.	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	2

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 is good:

- The headteacher is a source of inspiration for the whole school community and is firmly and deeply committed to the Church’s mission in education. She and her leadership team have a clear vision and high aspirations for future developments. The strong promotion of Catholic values is clearly shared by the whole community who demonstrate great pride in their school. Parents appreciate how the headteacher and staff are very approachable. They say concerns are addressed very quickly.
- Staff are skilled but remain committed to achieving yet higher standards in their teaching through continuing professional development.
- Good leadership of the school ensures that all pupils are well cared for and nurtured in this happy, caring, safe and supportive environment.
- Governors discharge their statutory and canonical duties well. They work effectively with staff and headteacher, committed to upholding the strong caring ethos that exists. They are becoming more involved in evaluating the Catholic Life of the school through ‘learning walks’ and are passionate in doing their best for the school. As one governor reported: “As a governor, I fly the flag high for St Mary’s. The school keeps my own faith alive. “

How well leaders, governors and managers monitor and evaluate the provision for the Religious Education and plan and implement improvement to outcomes for pupils is good:

- Performance in Religious Education is monitored well. Every pupil is individually known and supported so has the opportunity to achieve their potential. The experienced Religious Education Co-ordinator is highly effective in managing the quality of teaching and learning. Children’s work is analysed, assessed, levelled and compared with standards in English. The school now needs to work in partnership with other schools in moderation exercises to ensure accuracy and consistency in assessment judgements.
- Good teaching resources are acquired and used well to maximise learning, including ICT, which enhances subject teaching.

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

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
--	----------

The overall effectiveness of St Mary’s School is good:

- The Catholic Life of the school is good because governors and staff have high expectations with regard to the Catholic mission and ethos of the school. Christ is at the centre of all that takes place at St Mary’s School. The school is much appreciated by pupils, strongly supported by parents and plays a very important part in the life of the parish. Parents say it is a very loving community centred on Gospel values.
- The very experienced headteacher provides excellent leadership and is highly regarded and respected by all members of the school community. The headteacher, governors and the leadership team work well together to ensure that the school’s shared mission, vision and aims are driven forward and they are totally committed to raising pupils’ attainment and progress.
- Collective Worship is central to the life of the school and a key part of every school celebration.
- This is a very inclusive and welcoming community. Pastoral care is strong ensuring children feel safe and at ease with each other.
- Priorities since the last inspection have been addressed and there is a continuous drive for improvement.
- Effective monitoring and evaluation systems are in place and result in continuing improvement to outcomes for pupils.

What the school needs to do to improve further

- To work in partnership with other schools in moderation exercises to ensure accuracy and consistency in assessment judgements. Current good practice in teaching and learning could be enhanced further by sharing expertise across the St. Bernard’s Learning Community.
- Provide increasing opportunities for pupils to take more responsibility in planning and leading prayer and liturgy.
- Governors should continue to explore their statutory responsibilities in providing high quality provision for Educational and Personal Relationships.