
**The Diocese of
Hallam
Section 48 Report**

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



Diocese of
Hallam

Diocese of Hallam

SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

St. Alban's Catholic Primary School, Denaby Main

School URN	106771
Name of Chair of Governors	Mrs Eileen Pitman
Name of Head teacher	Mrs Josephine Ayres
Date of inspection	Tuesday July 28 th 2016
Section 48 Inspector	Mr John Cape

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Albans Catholic Voluntary Aided 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. Alban's Catholic Primary School is smaller than the average-sized primary school. Most pupils are White British. The proportion of disabled pupils and those with special educational needs supported at school action is higher than that of other schools nationally. The school has recently created an opportunity for a pre-school provider to use its building on a permanent basis.

St. Alban's was opened in 1926 and serves the parishes of St. Alban's Denaby Main and English Martyrs Mexborough. Denaby Main is an ex-mining village with high unemployment and deprivation. On entry into Foundation 2, baseline assessment shows attainment to be well below that expected nationally for pupils of that age. Of the 152 pupils on roll 64% are baptised Catholics. Children come from a range of socio-economic backgrounds with 23% currently eligible for free school meals.

The Headteacher has worked tirelessly to raise standards in Religious Education and further develop the Catholic life of the school. She is ably supported by a very capable Deputy Headteacher and together they provide strong leadership and direction for the school. Significant progress has been made since the last Section 48 inspection as confirmed in the Monitoring Visit, June 2015. The role of the Religious Education Co-ordinator has developed and she is now taking a more prominent role in strengthening provision in Religious Education.

Type of School	Catholic Voluntary Aided
Age profile of students	4 – 11 years
Number on roll	152
Number of students on Special Needs and Disabilities Register	25
Number of students with a Statement of Special Educational Needs	1
Number of students with an Educational Healthcare Plan	1
Number of Catholics on roll	97
Number of Other Christian Denominations	23
Number of other Faiths	1
No religious affiliation	31
School Address	Wadworth Street Denaby Main Doncaster DN12 4AQ
Telephone Number	01709 862298
Fax Number	01709 869457
Email	admin@st-albans.doncaster.sch.uk
School Website	www.st-albans.doncaster

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

2

OVERALL EFFECTIVENESS

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.

- An explicit Religious Education display of St. Alban in the main entrance to the school promulgates and confirms to all visitors, the Catholic identity of this proud school Community.
- On the recent Feast day of St. Albans children celebrated their patronage and how his message impacts on their lives in school. Each year the school aims to find a new way to celebrate this special feast day.
- There are a variety of high quality displays in and around the school which celebrate the children's 'Come and See' topic work as well as seasons of the Liturgical year e.g. Pentecost. In addition, they are used to share information, celebrate learning, promote the Catholic life of the school and provoke enquiry, e.g. by posing questions.
- Children celebrate the life of the school and talk confidently about its many strengths e.g. one child explained that she felt safe and happy in the big family of St. Albans school.
- They are proud of their school, access a range of activities provided for them and are grateful for the opportunity of celebrating their education at St. Albans e.g. the breakfast club, lunchtime and after school provision offer a wide range of activities for children.
- Children have an ownership of the school Mission Statement and appreciate value and participate in the Catholic life of the school.
- They have worked together to create a 'Children's Promise' which sets the context for high quality relationships, mutual respect and a sense of responsibility both within the classes and throughout the school.
- Children adhere to a distinct set of rules and exhibit a clear understanding of key 'British Values' reinforced through the 'Dr Tim' acronym. Their deep understanding of these key values is reflected in their open and thoughtful answers, which they share alongside 'real life' examples of things that routinely happen in school e.g. children resolving their own problems and exercising tolerance towards each other in recognising individual liberty.

- The school hall, throughout the liturgical year, exhibits displays which represent the different seasons of the Church's year. In addition, focus is given to the celebration of difference in current British families and an understanding that everyone is unique, special and loved by God.
- Children are given opportunities to take ownership and a lead in the Catholic life of the school and the wider community through liturgies and fund raising for charities e.g. Good Shepherd and Mission Together.
- When children are presented with spiritual, moral and ethical issues they can empathise and appreciate the circumstances of those less fortunate than themselves and express their reasoning.
- The school chaplain has a key role in providing, supporting and leading a range of opportunities that enrich the range and quality of provision of the Catholic life of the school.
- Children are given a variety of opportunities to pray and enrich the prayer life of the school, including in the fortnightly prayer group. The children use a range of different styles e.g. meditation, reflection and relaxing yoga. There is a fortnightly prayer group for children to attend to pray in a variety of different styles e.g. meditation and reflection.
- Children and staff have worked in partnership to create an effective behaviour policy which encourages children to take responsibility for their actions, be respectful and demonstrate tolerance towards each other.
- Children are frequently affirmed and are rewarded with the presentation of 'Albans' which form a key element of the reward system developed in school. This system recognises children's efforts, behaviour and contribution to school life. The 'Albans' are collected by the children and later used in the shop to purchase a wide variety of different items. Children have been consulted regarding the range of items stocked in the shop through the school council.
- Attendance is in line with national expectations and good attendance is recognised and celebrated through individual, class and whole school awards.
- Provision for children is good and the embedded 'Nurture' support, which has been developed, provides tailored and bespoke support including at break and lunchtimes, which ensures children are ready for learning in lesson time. Children said 'they enjoy coming to school and feel safe'.
- The school provides additional support for children and families through the Hallam Caring Service, which makes a real difference in providing high quality care, help and guidance.
- Behaviour in and around school is good and children demonstrate both independence and responsibility for their actions.
- The 'Journey in Love' programme provides a structure for teaching children about Sex and Relationship Education.
- Children took real pride in their recent significant involvement in the Tour of Yorkshire. They say the event captured their imagination from the launch of the event at Conisbrough Castle, on the race day in Doncaster and afterwards at the school 'Tour De Denaby'.

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

- The school has successfully introduced the Come and See programme and continues to work on moderating its assessment with the St. Pius partnership to secure more accurate judgements.
- The Religious Education Co-ordinator has led a number of training events and activities for staff development as well as providing bespoke opportunities to coach and model teaching in Religious Education.
- A strong partnership with the St. Pius Learning Community has provided opportunities for schools to work in partnership to develop assessment and share good practice.
- Data indicates that pupils are making good and sometimes better progress throughout the school. However, attainment at Key Stages 2 is not yet in line with Diocesan expectations.
- There have been significant staffing changes over time and school has now prioritised assessment as one of its key priorities. This will have a very positive impact on further improving outcomes for pupils.
- Lesson observations evidence pupils are religiously literate and have understanding and skills appropriate to and sometimes beyond their age and capacity. They can reflect spiritually and think ethically.
- In most lessons observed teaching was good and better. In the very best lessons work was well planned, carefully differentiated and exciting e.g. Rosedale (Foundation 2) children role playing the Baptism of Jesus and Selby (Year 2) using outdoor learning to explore how precious God's world is.
- Pupils commented on how much they enjoyed their Religious Education lessons and talked about the variety and challenge offered to them. They were also keen to share that staff were always willing to help them with their learning. Consequently, children were prepared to take risks with their learning and often make good progress.

How well pupils respond to and participate in the schools' Collective Worship is GOOD

- The Chaplaincy provision is Outstanding and provides a range of high quality opportunities for children to engage in liturgy, celebration and Worship.
- Children demonstrate reverence and respect during Collective Worship such as the whole school assembly on 'Travelling on' in preparation for the Feast of St. Peter and St. Paul.
- They have a good knowledge of both formal and informal prayer and responded confidently during the Act of Worship.
- Children are confident in publicly sharing their thoughts and feelings with others and are eager to participate in liturgy, Mass and assemblies.
- The older pupils regularly lead Acts of Collective Worship e.g. weekly Gospel Assembly.
- Pupils are given the opportunity to become involved in writing and preparing resources for liturgies and Collective Worship – including preparing and delivering the Homily during school Masses.

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.

- Some teachers have good subject knowledge and are confident and articulate in sharing their faith and personal experiences with pupils.
- The positive relationship between teachers and pupils is a real strength of the school.
- Teachers' lesson planning is generally good, well differentiated and enables all pupils to access learning and achieve success.
- In the best examples of teaching observed the use effective use of questioning enables learners to engage and participate and build upon previous learning.
- Teachers frequently affirm pupils so they are confident, active and interested learners. This supports the self-esteem of pupils and gives them confidence to speak clearly and articulately e.g. during the meeting with pupils and in the responses to teachers during some lessons.
- In teaching that is good or better, time is used very effectively to maximise the learning opportunities but this is not yet consistent across the whole school.
- The school is applying a range of teaching styles to match the needs of the learners. e. g. outdoor learning, effective use of ICT, and careful use of well differentiated small group activities.
- The children demonstrate a confidence when attempting a range of challenges and know how to seek support.
- In the most effective lessons ICT is used to promote and enhance learning. e.g. IWB, use of music
- Resources, including some very capable Teaching Assistants, are deployed effectively and make a good contribution to support pupils' learning. Pupils expressed gratitude for the support they received during lessons from the Teaching Assistants.
- Marking is developing, with evidence of some good practice across school, however this is not yet consistent and older children are not given the opportunity to further improve their work or given a chance to respond.
- Pupils generally make good progress in Religious Education and in some cases outstanding progress. Noted is the performance of vulnerable groups and those with Special Education Needs who consistently make good or better progress.

The extent to which the Religious Education Curriculum promotes pupils' learning is GOOD.

- Children can apply their deep thinking and empathy for issues raised in Religious Education lessons to stimulate other areas of the curriculum e.g. Poetry, Drama and Art
- The school meets the requirement of the Bishops' Conference allocating at least 10% curriculum time to the teaching of Religious Education.
- The school takes into account the variety of faith backgrounds creating opportunities for children to engage in learning about other world faiths and traditions e.g. Sikhism and Islam.
- Children commented on how much they enjoyed the activities provided within the school curriculum and after school. It supported their sense of belonging and enjoyment.

The quality of Collective Worship provided by the school is GOOD.

- Acts of Collective Worship reflect the strong Catholic character of the school through children's participation in a range of assemblies, liturgies and prayers.
- Opportunities are provided by the school for children to pray in a formal setting and informally. In the latter the children are confident in expressing their private intentions to their class mates.
- Children take an active role in planning and leading worship and take a pride in doing so e.g. gospel assembly, class assemblies and celebrations to mark important seasons and Feasts during the liturgical year; Holy Week, Advent, St. Alban's day, Our Lady of Lourdes, Patron Saints of UK.
- The school has maintained a strong link with the parish, through the different Parish Priests, over recent years. Fr. Desmond regularly visits school to celebrate Gospel Assembly and joined the whole community at the outstanding celebration at Roche Abby.
- The First Sacraments programme is led by Parish catechists supported by the school and fourteen children celebrated their First Communion earlier this year.
- Parents appreciate the welcome they receive when they attend or participate in acts of Collective Worship. They describe some of the liturgies as 'Amazing'.

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 Religious Education Co-ordinator has produced a thorough evaluative Subject Leadership Action Plan which correctly identifies areas for development.
- This plan also measures progress against specific targets. The plan indicates the school is currently making good progress against the priorities for development.
- Leaders, governors and managers strive to promote the Catholic life of the school through their involvement in governance and fulfilment of the legal requirements.
- Provision for Religious Education and the Catholic life of the school is monitored through information provided by the Headteacher in Reports to Governors. Governors now need to use this information to challenge and support the school and hold leadership to account.
- The Headteacher, Deputy Headteacher and Religious Education Co-ordinator provide strong leadership in driving and promoting the Catholic life of the school.
- The school has made full use of CPD opportunities provided by the Diocese and several staff has attended topic days.
- The School Evaluation Document (SED) has accurately evaluated the school's performance and identified key areas for development.
- Leaders, governors and managers are beginning a process of monitoring and evaluating the progress and impact of actions identified in the School Self Evaluation Document and plan to develop a rigorous system for monitoring, analysing and evaluating the accuracy of its findings.

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

- The school has systems in place for tracking, monitoring and evaluating the impact of teaching and learning in Religious Education.
- Actions identified in the SED are built into the School Development Plan in order to drive and sustain further improvements.
- The Religious Education Co-ordinator and Link Religious Education Governor meet formally each term and have developed a strong working partnership. A variety of issues are explored including work scrutiny, learning walks and data analysis. The full Governing Body now need to use this information in order to continue and sustain further improvement.
- The views of parents are considered and they say the school remains at the heart of the Community, provides a listening ear, and supports children's growth and development.
- Leaders have identified key areas for development and plans are in place to further improve provision and strengthen staff formation.

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 Alban's is **GOOD**.

- Good progress has been achieved since the last Section 48 Inspection in 2011. This was endorsed following the Monitoring Visit in June 2015.
- Opportunities have been created to let 'God's love shine in our lives as we grow and learn together through living out the Gospel Values'.
- Children love to coming to school and are eager to please. They have a pride in their faith and confidently share it with their teachers and friends.
- In classes where teaching is effective children make very good progress.
- Disadvantaged groups of children perform very well indeed and make good or better progress.
- The Headteacher, Deputy Headteacher and Religious Education Co-ordinator strive to improve provision and have accurately identified school strengths and areas for further development.

Recommendations:

To accurately embed assessment to ensure moderation is consistent throughout the school.

To provide opportunities for ongoing staff development and formation.

To model the very best of teaching in Religious Education throughout the school.

To ensure that all children have the opportunity to respond to the advice given to them when their work is marked.

To further develop the role of governors in monitoring provision in Religious Education.