
**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

**Holy Rood Catholic Voluntary Aided Primary School
Barnsley**

School URN	106632
Name of Chair of Governors	Martin McDonagh
Name of Head teacher	Karen Dobson
Date of inspection	13 th December 2016
Section 48 Inspector	Michael D’Rozario

“ An enthusiasm for the things of God”

Introduction

The Inspection of Holy Rood 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

Holy Rood is an average sized primary school in the Diocese of Hallam. It serves the parishes of Holy Rood, Blessed Sacrament and Our Lady and Saint James, Worsborough. The school draws from a catchment area with a wide socio-economic mix. The majority of pupils are white British but the school has a marked increase of pupils from other ethnic groups. The percentage of Catholic pupils attending the school is 44% with 35% of pupils from other Christian denominations. More pupils than usual join the school midway through their education, many with little spoken English. The proportion of pupils with a statement of special educational needs and/or disabilities is below the national average. The number of pupils eligible for Pupil Premium is below average. There have been significant changes to the staffing structure since the last Section 48 Inspection, including a new leadership team, and 50% of the teaching staff are Catholic.

Type of School	Catholic Voluntary Aided
Age profile of students	4 – 11 years
Number on roll	197
Number of students on Special Needs and Disabilities Register	24
Number of students with a Statement of Special Educational Needs	3
Number of Catholics on roll	86
Number of Other Christian Denominations	69
Number of other Faiths No religious affiliation	7
School Address	Shaw Street, Barnsley S70 6JL
Telephone Number	01226 281219
Fax Number	01226 770351
Email	headteacher@holyroodschool.co.uk
School Website	www.holyroodschool.co.uk

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LEADERS AND MANAGERS

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OVERALL EFFECTIVENESS

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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 have a pride in their school and are taking a greater role in leading its Catholic life, contributing to the 'Greater Good', through numerous fundraising events to support those less fortunate than themselves. This includes supporting charities such as CAFOD, Hallam Caring Service, Mission Together and Barnsley Hospice.
- The School Council comment on: the respect pupils have for each other, adults working in school, and the effectiveness of the School Council in promoting the pupil voice (such as identifying local and national charities that they wish to support and equipment for outdoor provision).
- The extent to which pupils value, respect and take care of each other in and out of lessons is good. Year 6 children offer support to some of the school's youngest children through a buddy system and can identify the reciprocal benefits.
- Children are developing a deeper understanding of the importance of key celebrations in school throughout the liturgical year. Plans are in place for them to take a greater role in leading school and class assemblies and Collective Worship.
- The Parish Priest actively supports and contributes to the Catholic life of the school by working collaboratively with pupils, staff and the senior leadership team. Parents very much appreciate his involvement with the school.
- Children can empathise with and appreciate the circumstances of those less fortunate than themselves and express their reasoning. This is shown through their recent visit to the hospice, their support for CAFOD, Mission Together and the Hallam Caring Service.
- Outcomes for pupils are improving as they become more confident, mature, independent learners with positive attitudes to school life. They comment on the supportive environment of the school, 'where we make friends with children outside of our own classes' and they know how and when to seek support.
- The Parish Priest commented on future work in promoting links with other local parishes in order to provide pupils with a greater sense of belonging and community.

- Pupils benefit from bespoke retreat experiences. The most recent, led by the Diocesan In Reality Team, had a focus on British values.
- The Rainbows programme is to be developed in order to support vulnerable pupils within school. This also includes external agencies, as the need arises.

How well pupils achieve and enjoy their learning in Religious Education REQUIRES IMPROVEMENT

- The school has successfully introduced the 'Come and See' programme and is working to moderate its assessment, develop quality resources and share best practice.
- Pupils are now, generally, making the progress expected, given their starting points, and some - although not the majority - may make good progress. There is variation within the attainment of pupils in Religious Education, as there is some underperformance affecting a minority of pupils. This variation in attainment over time has been recognised by the school leadership, and appropriate steps are being taken to address this inconsistency.
- Most pupils work effectively when provided with appropriate tasks and guidance but sometimes lack confidence in improving the quality of their work.
- The school leadership has prioritised assessment, marking and feedback in order to raise attainment. This initiative should lead to a greater consistency with teaching which will have a positive impact on the outcomes for pupils. A new policy has been in place since November 2016.
- Children are becoming religiously literate and are developing skills appropriate to their age and abilities. Pupils comment on how much they enjoy RE lessons when there is a greater variety of activities, including art, dance, drama and cross curricular themes alongside their written work. Consistent application of this creative approach across all classes will undoubtedly enhance achievement.
- Children are improving their knowledge and understanding in Religious Education and are developing their competence as learners through more challenging classwork that often relates to their own personal experiences.
- Religious Education is now given a higher priority and pupils are encouraged to become more independent. In good lessons, they have the opportunity to improve their work as required within the recently devised marking policy. Pupils value the support offered to them in lessons.
- Systems are now more effective in monitoring the quality of teaching and learning and recording pupils' progress. These findings are being used to support strategic future planning to raise standards in Religious Education.

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

- Children demonstrate reverence and respect during Collective Worship as evident during the whole school assembly marking the Third Sunday of Advent.
- Pupils' response to, and participation in, prayer and worship is good. They are being introduced to a variety of styles and forms of prayer and their liturgical formation is developing well.
- The pupils' behaviour and participation at all celebrations and during Collective Worship is outstanding.
- Pupils have been introduced to different forms of prayers and are compiling their own prayer journals in class.
- Members of the School Council reported that children welcomed the opportunity to lead class and school assemblies and sing in the choir at mass. The RE co-ordinator commented on how this will provide enrichment to Come and See and the Catholic tradition.
- Parents appreciate the opportunity to participate in Collective Worship, such as on feast days, at school masses and assemblies. They also commented on the children's growing confidence, for example when leading the homily during the feast of All Saints.
- The school has introduced a new Collective Worship policy (November 2016) that identifies the aims and principles of this policy and outlines when Acts of Collective Worship are to take place.
- School assemblies will be based on 'Statements to Live By' and are to be planned and led by pupils.

PROVISION

How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	3
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 REQUIRES IMPROVEMENT

- The quality of teaching, although improving, is variable across the school. There have been some significant changes to staffing recently and the strong leadership, direction and guidance by the headteacher supports the teaching of Religious Education. Where teaching needs to be improved, the leadership team is taking steps to ensure that this is addressed promptly to ensure consistently good and better teaching throughout the school. The recently appointed Deputy, who is also the

RE co-ordinator, will take a greater responsibility to monitor and evaluate the quality of teaching.

- The school has support from the Local Authority and the expertise of an experienced Headteacher to guide school improvement. This is having a positive impact on strengthening the quality of teaching in all subjects including Religious Education.
- Teaching observed by the inspector that was good led to purposeful learning and motivated, interested and engaged pupils. Lesson observations have also been carried out by the Headteacher.
- Assessment and academic guidance is improving. Pupil self-assessment is to be further developed and will be supported through the recently revised marking and feedback policy.
- The positive relationship between teachers and pupils is a strength of the school.
- All lessons observed had clear learning objectives relating to the Come and See programme.
- Questioning skills enabled the majority of learners to engage, participate and build upon previous learning.
- In teaching that is good, time is used effectively to maximise learning opportunities.
- In good or better lessons, teachers use a range of teaching styles to match the needs and interests of the learners, such as the effective use of ICT, music, art and role play.
- Where teaching is good, resources including other adults, are deployed effectively and make a good contribution to pupils' learning.
- Pupils need to be more informed about their progress and how to improve their work individually and as a class. Self-improvement targets are being developed through marking and feedback and in the best lessons, pupils are given the opportunity to respond.

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 pupils through differentiated activities and in many cases by incorporating cross curricular links.
- In some instances, children are provided with opportunities to deepen their thinking and empathy on issues raised during lessons. This includes philosophical argument and reasoning when introduced to scripture and bible texts and also provides opportunities for children to have a greater understanding of the Liturgy of the Word.
- The school meets the requirement of the Bishops' Conference allocating at least 10% curriculum time to the teaching of Religious Education.
- The School Council commented on how much they enjoyed the activities provided within the school curriculum as it supported their sense of belonging and enjoyment. They also appreciate the range and number of after school activities available to them.

- Parents comment on the value of Religious Education in promoting pupils' learning and are informed of what their child is learning in class. Opportunities have been provided for children to share their learning with their parents in school on an informal basis.
- The school provides opportunities for children to engage in learning about other world faiths, such as Judaism and Islam, and seeks to further develop this aspect as it promotes a respect for others in the current world situation.

The quality of Collective Worship provided by the school is GOOD

- Acts of Collective Worship reflect the Catholic character of the school, through children's participation in a range of assemblies, liturgies and prayer. The school values the visits of the Parish Priest on these occasions.
- Opportunities are provided by the school for children to pray in a formal setting and children are growing in confidence in expressing their private intentions through informal prayer.
- Children now take part in planning and leading worship during class assemblies and take a pride in doing so. They incorporate new technologies, drama and music within their assemblies.
- The Religious Education Co-ordinator takes an active lead in guiding and planning for worship.
- Parents are invited to attend acts of Collective Worship in both school and church and appreciate the opportunity of doing so, including the family liturgy within the Nursery class.
- The Parish Priest commends the work of the school.

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
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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

- Governors, headteacher and RE co-ordinator successfully promote the Catholic life of the school through their involvement in governance and fulfilment of the legal requirements.
- Provision is monitored by the Headteacher through lesson observations and work scrutiny. A report is included within the Headteacher's Report to Governors on a termly basis. School leaders are in the process of evaluating the responses from pupil and parent surveys and the impact of provision

on the Catholic Life of the school.

- An action plan that is aligned to the Self Evaluation Document has been reviewed by school leaders and Diocesan representatives to ensure targets are met within agreed timescales and that provision is enhanced.
- The school is currently in receipt of support from the Local Authority and recent reports record much progress with regard to school improvement and outcomes for pupils. This has also assisted the school in evaluating its provision in depth, including the Catholic life of the school.
- The Parish Priest is the lead governor for RE and has worked closely with the Headteacher in monitoring, evaluating and promoting the Catholic life of the school.
- The Catholic life of the school has been given a greater priority by the school and this is evident when speaking with parents and pupils. Parents state that they are pleased with the outcomes for pupils and how their children benefit from the teaching and experiences they receive in school.
- The Parish Priest visits school regularly and commends the Catholic life of the school.

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 introduced systems for tracking, monitoring and evaluating teaching and learning in Religious Education and are beginning to measure its impact.
- The recently appointed RE Co-ordinator has planned to secure better provision in Religious Education - through organising and delivering CPD that relates to the Come and See programme - and is to model teaching as well as coaching colleagues. She is also supporting less experienced colleagues with planning and assessment within Religious Education.
- The school has made good use of CPD opportunities provided by the Diocese to support subject knowledge and use of resources by attending topic days.
- Class teachers undertake termly assessments in order to measure pupil progress and inform further improvement. Pupil data is forwarded to the Diocese after scrutiny.
- The School Council state that they enjoy their Religious Education lessons and appreciate the opportunity to work with their peers.
- Pupils expressed gratitude for the support they received during lessons from teachers and teaching assistants and commented on the positive relationships within school.
- Progress in lessons is improving and pupils are now being challenged to attain the higher levels within Religious Education. Portfolios of work and moderation of assessments supports this judgement.
- Governors discharge their canonical and statutory duties effectively.

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
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The overall effectiveness of Holy Rood School is GOOD.

- The school has undertaken a review of its Mission Statement since the last Inspection. This is evidenced in the quality of care and strong relationships within the school and community. Children and parents are proud of their school.
- Children enjoy coming to school and are eager to please. They can explain what they are learning in Religious Education lessons.
- Children now have numerous opportunities to plan and lead Collective Worship.
- Teachers are enhancing their subject knowledge as they gain greater familiarity with the 'Come and See' programme.
- In classes where teaching is most effective, the standards in Religious Education are good.
- School leaders and governors are striving to improve provision and have accurately identified strengths and areas for further development. This is evident within the Self Evaluation Document and action plan following the last Inspection.

Recommendations:

In order to continue to build the strengths of the school and bring about further improvements, leaders and governors should:

- Ensure that the quality of teaching in Religious Education is consistently good or better by:
 - Consistent application of school policies relating to teaching across all age groups
 - Continuing to offer high quality professional development to all teaching staff
 - Sharing of good and outstanding practice within school, and elsewhere in the Diocese
- Ensure that achievement in Religious Education is consistently good or better by:
 - Embedding accurate assessment and moderation so that all staff are fully confident
 - Embedding the new policy regarding marking and feedback so that all pupils understand how to make improvements.
 - Enhancing cross curricular links within Religious Education lessons to inspire and motivate pupils.