



Catholic Schools Inspectorate inspection report for St Mary's Primary School, A Catholic Voluntary Academy

URN: 140440

Carried out on behalf of the Right Rev. Ralph Heskett, Bishop of Hallam on:

Date: 7-8 June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....		
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Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1	
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓	
The school is fully compliant with all requirements of the diocesan bishop	✓	
The school has responded to the areas for improvement from the last inspection	Fully	

Summary of key findings

What the school does well

- Virtues to live by are fully integrated and woven into the life of the school. They provide purpose and meaning to Catholic life, religious education and collective worship at St Mary's.
- Staff and stakeholders are overwhelmingly positive about the school's aims and mission, and the quality of relationships, at all levels, is outstanding,
- Links between school, home and parish, and the outreach of Catholic Social Teaching in the school and wider community, promote the ethos, mission and aspirations of a Catholic faith that is truly lived by all within the school community.

- Children are confident learners, able to articulate their learning and show their knowledge and understanding in liturgy as they promote the distinctive nature of St Mary's.
- Leaders, including governors, are central to the Catholic life of the school, supporting effective provision and developing strategies to support positive outcomes.

What the school needs to improve:

- Provide pupils with greater opportunities to work independently and take greater ownership and initiative in their learning, in order to develop enquiry and creativity in lessons.
- Ensure pupils gain a clear understanding of how well they are doing and what they need to do in order to improve, by embedding a consistency of approach in the implementation of the updated marking, feedback and retrieval policy.
- Develop strong chaplaincy provision across the school which enhances prayer and liturgy through a range of creative and artistic skills; ensuring parents are witnesses to celebrations of pupil-led liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



All pupils embrace and articulate the school's mission with enthusiasm and confidence. They discuss their views and show 'faith, pride, challenge and success' in everything they work towards. Pupils strive to achieve the school's virtues, which are promoted through teaching and learning, scripture and school life. The strength of the school's mission statement to 'Journey in the light of Christ, together we live and learn' is at the heart of the school's curriculum and purpose. Pupils, parents and staff are overwhelmingly positive about their school, expressing the strong welcome and provision on offer. All value this family orientated ethos. The pupils know that the school supports them on their faith journey and they speak confidently about their role in Catholic Social Teaching, referencing fundraising activities for Cafod, Mission Together and the Good Shepherd Appeal. The behaviour of pupils is good and they respond to those in need by supporting and serving others in the wider community. The school's Mini Vinnie team speak with confidence about their roles in school, valuing opportunity to make a real difference to others. Pupils' active participation in school events, charity work and their involvement in school life significantly enhances the Catholic life and mission of the school witnessed through monthly images in the school's entrance and the wide range of displays. The pupils show clear engagement within lessons, and have a willingness and enthusiasm to answer questions. They confidently lead liturgy, prayer and collective worship.

Staff are role models for the pupils and show love and care towards their needs. Leaders and governors show a passion in their pursuit of achieving the school's mission, bringing to life the work of the church. The school works alongside the diocese and other schools, forming staff professional development, which enriches and guides the school's decisions and plans. Parents comment positively about the renewed links with the parish and the commitment of parishioners, the priest, deacon and Servite Sisters who ensure active participation in the life of the school. They also

comment that the school is 'more like a family' in its compassionate and kind response, strengthened by the work of the school's learning mentor. There is a clear commitment to support a wide range of abilities and learners, underpinned by the pastoral care for pupils and families; positively expressed by parents. The outstanding level of care and commitment from all staff is positively described by parents, who state that the Catholic life of the school is 'woven into the school's fabric' with one parent commenting 'The whole child is a focus due to the passion of the teachers and staff'. Personal, social and health education, and the provision for relationships, sex and health education, are carefully planned to ensure that they fully meet both statutory and diocesan requirements.

A dynamic leadership team has embraced the challenge of supporting the school's Catholic identity, working in partnership with other schools to improve their shared understanding of religious and Catholic education. They ensure that initiatives such as the 'Trauma Informed' approach support behaviour, making a real difference to pupils, and ensure the most vulnerable are supported. They focus their work on links between home, school and parish. Leaders and governors demonstrate respect for staff as they implement plans to strengthen the school's provision. The curriculum has Catholic Social Teaching at its core with an outward looking approach to community as described by parents. Staff enjoy working at the school and feel leadership and governors demonstrate respect and support for their needs. The welcome to all can be heard through the phrases 'if you're a Christian like me, or if you're not a Christian like me', ensuring everyone is treated equally.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

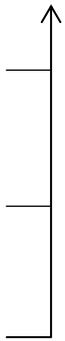
The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils demonstrate secure skills in religious education and respond well to the teaching and learning activities, and discussion in lessons and gospel assemblies. They are able to confidently express their ideas, share viewpoints and are encouraged to extend their thoughts through purposeful questioning and recall. Pupils are therefore religiously literate, and can reflect both spiritually and ethically, showing a commitment to religion and its impact on their lives. One child commented that ‘God promised he wouldn’t leave his friends and he sent the Holy Spirit’ to be with us today. As pupils progress through the school, they can articulate and make links from previous learning. Although pupils enjoy sharing their learning, they do not yet benefit from wider opportunities to develop as independent learners, allowing them to take their own initiative, articulate a stronger array of questions and interest in religious education, and make stronger links to current events in their own lives. The carefully structured, well-planned and resourced lessons result in pupils having a sound understanding of key concepts. However, their progress in lessons is not always enhanced by enabling pupils the opportunity to work more creatively. The behaviour of pupils in lessons is good; supported by additional staffing and the range of teacher-led behavioural strategies. Pupils have an awareness of how well they are doing in religious education lessons, but there is sometimes a lack of consistency of approach to live marking and feedback from teachers. Pupils’ achievement is in-line with expectations and has been for a number of years.

Teachers have a good subject knowledge of the curriculum and present the children with a variety of stimulus to engage their interest. They communicate effectively to the pupils in their care and lessons show a consistency of approach across the school. Questioning is skilfully used to move learning forward; to identify ideas and misconceptions in pupils’ responses, and

pupils are rewarded with positive feedback and instruction. As a result, pupils know and remember more, but too few make better than expected progress in the lesson. Opportunities for reflection within the lesson, that would allow pupils' the opportunity to describe greater sense and meaning of the experiences tailored into their learning provision, are sometimes missed. Pupils do not yet fully benefit from a wider range of opportunities to present learning independently, including drama, role-play and art, described as the favourite activities by pupils. Teachers have ensured children experience a range of faiths and the opportunity to visit a Mosque has enriched the pupils' understanding and experience of the Muslim faith.

Leaders and governors strive to ensure religious education is at the heart of their curriculum provision in school. The curriculum has parity with other subjects, especially in relation to opportunities for staff professional development, resourcing, and staff commitment. An area the school is working towards centres on ensuring consistency in live marking and feedback and opportunities to report the religious education curriculum to parents. The subject leader for religious education has a clear vision and is ensuring there are sufficient opportunities for sequential learning, with purposeful discussions between staff and pupils to retrieve and demonstrate their learning and also answer big questions to summarise key learning points. Leaders, including governors take opportunities throughout the year to monitor and evaluate strategically, ensuring consistency and a coherent approach to religious education teaching across the school. They plan to develop pupils' engagement through the breadth of activities provided in lessons and are confident that pupils learning will strengthen as a result.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

St Mary's ensures collective worship is central to the life of the school. The experiences offered by the school, in prayer and liturgy, support and engage pupils to become full and active participants. This is seen in the pupils' understanding and attentiveness to prayer and their respectful responses in liturgy, which are fostered from the early years and established across the school. Pupils plan and lead a rich array of liturgy with confidence using a variety of resources, questioning and scripture. Younger pupils relish the opportunity to set the focus for liturgical prayer and older pupils enjoy constructing ideas and plans in creative ways. They have a deep respect for each other and work collaboratively to deliver well-constructed prayer and liturgy experiences. Pupils across the school also provide the appropriate liturgical responses, clearly articulating purpose and reasoning. The pupils' skills to respond to liturgy is strengthened through effective evaluation of virtues to live by, such as honesty, which are celebrated by all pupils and recognised by parents.

Staff are role models to the pupils to help support highly skilled, purposeful and engaging liturgies. The school makes creative use of spaces, with a faith forest as a focus for outdoor prayer. All staff are available to celebrate and enhance experiences of collective worship. Pupils cherish the opportunity to lead across a range of environments. A well-structured programme of collective worship is in place and the pupils are highly skilled in leading prayer each morning. Pupils sing joyfully, are respectful of each other; demonstrating a polite and considered response during worship and prayer. Staff in the Early Years Foundation Stage and Key Stage 1 model understanding of scripture skilfully using Godly Play. The pupils have the opportunity to experience a range of liturgical settings and Masses, both in the church and school. Leaders have also ensured that resources are available to enhance joyful singing, and

are currently strengthening the chaplaincy provision. Pupils are able to recite a wide range of traditional prayers. The school works hard to secure a partnership with parents and the local parish to help pupils participate fully, and the commitment of staff to support sacramental preparation is significant. There are strong links fostered between the parish, enhanced by visits to other churches in the local community. The close working partnership with the parish priest supports pupils in their full participation of liturgy, and in turn has enhanced the quality of collective worship and class Masses.

Leaders work alongside the parish priest planning the liturgical calendar, which ensures holy days of obligation and opportunities for children to take part in the Eucharist are well established. They also ensure there is a clear strategy for building skills and expectations of pupils' participation in prayer and liturgy. All stakeholders in the school community help ensure the sacramental preparation is developed alongside the parish. Pupils have a deep understanding of the saints and can talk confidently about their class patrons, referred to by leaders during celebrations. Leaders and governors ensure that new staff have access to continual professional development to establish consistency of approach across the school in the delivery of collective worship. Leaders guide and support staff effectively to ensure the provision of prayer and liturgy is carefully formulated and of a consistently high quality. They ensure time and opportunity is provided for prayer life, which is supported by the liturgy leaders group, who in turn enjoy the opportunity to lead prayer. Leaders ensure the voice of pupils and other stakeholders is integral to the development of collective worship. They take steps to gain a clear understanding of the school's provision, self-evaluating to make improvements and create an action plan following review.

Information about the school

Full name of school	St Mary's Primary School, a Catholic Voluntary Academy
School unique reference number (URN)	140440
Full postal address of the school	Pack Horse Lane High Green Sheffield S35 3HY
School phone number	01142848488
Name of head teacher or principal	Mrs Alex Healy
Chair of governing board	Mr Edward Russell
School Website	enquiries@st-marysgreen.sheffield.sch.uk
Multi-academy trust or company (if applicable)	St Clare's Multi Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	5-11
Trustees	Hallam Diocese
Gender of pupils	Mixed
Date of last denominational inspection	June 2016
Previous denominational inspection grade	Outstanding

The inspection team

Name of inspector	Mr Richard Hilton (Lead)
Name of inspector	Mrs Bernadette Nesbit (team)

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement