

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: **St. Mary's RC Primary School**

Address: **Sancton Road
Market Weighton
York
YO43DB**

URN: **118033**

Executive Head teacher: **Mrs Julie Sutherland**

Chair: **Mrs Rachel Howlett**

Date: **11 May 2018**

Inspector: **Mrs Jenny Firth**

Date & Grade of Last Inspection: **2/3 July 2013 Good**

Overall Grade for this Inspection: **Good**

A Report from:
The Diocese of Middlesbrough Schools' Service
Section 48 Inspection Team
50a the Avenue
Linthorpe
Middlesbrough TS5 6QT

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St Mary's school is much smaller than the average sized primary school. The school serves the parishes of Our Lady of Perpetual Help, Market Weighton and St John the Baptist, Holme on Spalding Moor. The school has undergone substantial changes in leadership and staffing since the last Section 48 inspection in 2013. In September 2014, St Mary's formally collaborated with St Mary and St Joseph Pocklington with the full support of the Middlesbrough Diocese and the Local Authority. The schools are working together under the leadership of the executive head teacher. An assistant head teacher and a new chair of governor's have been appointed. A large majority of pupils are White British heritage. The proportion of pupils who have support for special educational needs or an education, health and care plan is 10%. The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils eligible for free school meals, those children in local authority care or from service families, is lower than average.

INFORMATION ABOUT THE INSPECTION:

- The inspector observed 3 lessons
- Meetings were held with groups of pupils, the chair of the governing body who is also the governor responsible for Religious Education (RE),
- The inspector held a meeting with the joint RE co-ordinators, one of whom is also the executive head teacher. She shares this role with the class teacher of Early Years Foundation Stage (EYFS)
- The inspector attended a whole school Act of Collective Worship
- The inspector met with a group of parents in the playground at the beginning of the school day
- Further discussions took place with pupils at lunchtime

- The inspector observed the school's work, pupils' written work, displays and prayer focus spaces in classrooms
- The inspector also scrutinised a range of documentation provided by the school including the school's planning for improvement documents, monitoring information, previous inspection reports, school portfolios of pupils' assessed work, information about pupils' progress and tracking information
- Information from governors meetings was also examined
- The school website was scrutinised

Pupil Catchment:

Number of pupils on roll: 99

Planned Admission Number of Pupils: 15

Percentage of pupils baptised RC: 60%

Percentage of pupils from other Christian Denominations: 39%

Percentage of pupils from other World Faiths: 1%

Percentage of pupils with no religious affiliation: 0%

Percentage of pupils with special needs: 10%

Teaching Staff:

Full-time Teachers: 2

Part-time Teachers: 7

Percentage of Catholic Teachers: 44% (1 Catholic teacher on maternity leave)

Percentage of teachers with CCRS: 40%

Support Staff:

Full-time Classroom Support Staff: 2

Part-time Classroom Support Staff: 7

Percentage of Catholic Classroom Support Staff: 10%

Percentage of learning time given to R.E: 10%

Parishes served by the School

Our Lady of Perpetual Help, Market Weighton

St. John the Baptist, Holme on Spalding Moor

1. OVERALL EFFECTIVENESS

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MAIN FINDINGS:

St Mary's Primary school is a good Catholic school that is highly valued by the community. Parents appreciate the inclusive, welcoming nature of the school and value the support it offers. One parent commented, 'the school is like a big happy family.' The school is well supported by a committed governing body and has developed a strong sense of its Catholic ethos and identity. It provides a nurturing environment where pupils feel happy and safe. Sound values based on the Gospel and the teachings of the Catholic Church form the foundation of the life of the school. The school's mission statement "Together we journey with Jesus inspiring each other to learn" is evident in the exemplary behaviour of the pupils. Pupils develop a strong sense of social justice and turn this into action by raising funds for local and global charities. Prayer and Collective Worship are an integral part of the school day. A range of varied worship ensures pupils grow in their understanding of their own unique value and the call to use their gifts and talents for the service of others. Pupils act with reverence during times of prayer, show willingness to contribute and reflect appropriately. Outcomes for pupils are good. Pupils enjoy their learning and can explain its value. They are keen to do well. Teaching is good overall and uses a range of approaches to sustain interest and develop understanding in pupils across the school. Pupils are developing their knowledge and understanding of other faiths. Pupils make good progress given their starting points, and standards achieved at the end of key stage two (KS2) are broadly in line with expectations for RE. Monitoring and evaluation are used to improve outcomes for pupils. However, marking and feedback is inconsistent. Provision for RE is good and fulfils the requirements of the Bishops' Conference.

What the school needs to do to improve further:

- ensure marking and feedback is more focussed and consistently provides information to pupils about how to improve their work and identify the next steps in their learning
- ensure pupils know how to respond to the feedback they receive
- further develop opportunities for pupils to extend and enrich their knowledge and understanding of other faiths

2. 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 do pupils respond to and participate in the school's Collective Worship	2

Pupils make a good contribution to the Catholic life of the school and benefit well from it. The school mission statement was revised in 2014. It is visible, valued and understood by pupils. Pupils are proud of their school and say they feel they belong to 'the Catholic family around the world.' They confidently talk about the way their school helps them to become better people. One pupil commented that 'school is like a big family and we all look out for each other.' They are aware of the high standards of moral and ethical behaviour expected by the school and take responsibility for their actions. Behaviour is exemplary. Pupils are calm and respectful towards each other in lessons and around school. The Mini Vinnies take part in a wide range of activities within school and the wider community. Pupils show a strong sense of social justice and concern for others as demonstrated by the many fundraising activities they take part in; for example, singing carols at Christmas and making cards with the residents of Northgate House, raising funds for the St. Vincent de Paul Society, collecting food for the local food bank and clothes for the homeless. Pupils are regularly involved in parish and diocesan events such as 'The Little Big Assembly', 'Big Sing Liturgy' and the Diocesan Football Tournament. The school has achieved the Modeshift Star Award and The School Travel Ambassadors Award in recognition of their work linked to sustainability and transport. They are developing a good range of skills and attitudes which will serve them well now and in the future.

Pupils have a very positive attitude to their learning in RE. They clearly articulate their enjoyment of and interest in RE lessons. They say 'lessons are fun' and they learn 'lots of interesting things.' In lessons observed, pupils were enthusiastic, applied themselves well and worked at a good pace. Behaviour in lessons is exemplary as relationships in the classroom are good. There is a common sense of respect from both pupils and staff. Pupils are acquiring a good range of knowledge, skills and understanding and are developing their ability to reflect on meaning well. From below average starting points on entry to the (EYFS), pupils make good progress as they journey through school. By the time they leave Year 6, the majority of pupils achieve levels of attainment in RE expected for their age. Disadvantaged pupils and pupils with special educational needs or disability are well supported and make good progress.

Pupils' response to and participation in the school's Collective Worship is good. They have a good grasp of what worship is about and are at ease when praying with their school community. Pupils are respectful, reverent and keen to participate. Pupils are well supported by the chaplaincy team as they prepare and lead worship. They are becoming increasingly more confident and independent in planning and leading worship as they move through the school, and use a variety of approaches including scripture, liturgical music and religious artefacts. A beautiful prayer room provides an opportunity for pupils to pray, reflect and celebrate liturgy. Within classrooms, beautiful displays and attractive prayer focus areas are central, indicative of the value placed upon the Catholic ethos of the school. Pupils also enjoy praying and reflecting in the prayer garden. Pupils have a good understanding of religious seasons and feasts. Collective Worship contributes positively to the spiritual, moral and personal development of pupils.

3. PROVISION

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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 in RE is good overall. A wide variety of teaching strategies, effective questioning skills, clear explanations and well paced lessons ensure that pupils are interested in and enjoy their learning. Staff have embraced the opportunity to adopt a more creative approach to their teaching in RE, such as role play, art, music and drama. Teachers demonstrate good subject knowledge, and ensure planning meets the needs of all pupils. Effective use of Information Communication Technology (ICT) motivates pupils as seen in a mixed age class of Year 5 and Year 6 pupils when they explored the work of "modern witnesses" to the power of the Holy Spirit. Pupils in a mixed aged class of Reception and Year 1 enjoyed exploring the importance of friends and the qualities of friendship as part of their work on "Reconciliation." Assessments are carried out regularly and moderation ensures teachers are growing in confidence using the Levels of Attainment in Religious Education. Pupils confidentially use the "I Can" statements to assess their own work and the use of "The Big Question" encourages pupils to think deeply about their learning. Pupils are clear about their targets and complete the Respond booklets at the end of each topic. Marking and feedback is not consistent throughout the school and pupils are not always clear about the steps they need to take to improve their work. Pupils do not always have the opportunity to respond to teachers' feedback and thus move on with their learning. A range of monitoring activities including lesson observations, work scrutiny, learning walks and data analysis provides a firm basis for the analysis of strengths and areas of development.

The RE curriculum is well planned and follows the "Come and See" programme. The school devotes 10% of curriculum time to the teaching of RE and fulfils the requirements of the Bishops' Conference. The school resources including technology and links with other areas of the school curriculum are used creatively to ensure all pupils are motivated and enjoy their work. Visits from agencies such as CAFOD and 'Mission Together' enriches pupils' understanding of scripture. The learning environment is attractive and displays reflect current RE topics. The school has plans to further develop and enrich pupils' knowledge and understanding of other world faiths. The teaching of Relationships and Sex Education (RSE) through the curriculum and Journey in Love Programme has enhanced and supported the teaching of RE enabling the school to nurture and develop the whole child for their future life experiences. Parents are kept fully informed about the RE programme and the Catholic life of the school. They receive regular information about the topics to be studied and also suggestions for activities that could take place at home. The RE programme makes a good contribution to the spiritual and moral development of pupils and promotes attitudes of respect, tolerance and justice for all faiths.

The quality of Collective Worship provided by the school is good and ensures that the spiritual needs of all pupils are met well. Prayer is an important part of the life of the school and pupils enjoy the opportunity to visit the "Prayer Room." They are also enthusiastic about the "Prayer Garden" that provides a peaceful area for prayer and reflection. The school has established an annual retreat with St. Mary and St. Joseph Primary School for the older pupils during Advent. There is a wide range of formal and informal opportunities for prayer

and liturgy; for example, Holy Week celebrations, the CAFOD prayer group, the 'Welcome Assembly', 'Remembrance Day', 'Parish Feast Day', and celebrations in recognition of class saints. Good use is made of the school 'Statements to Live By' as themes for worship. Liturgical celebrations such as the Rosary and the Stations of the Cross are very much part of the school year. Pupils share different forms of prayer in class, school liturgy and school masses. Parents, parishioners, governors and friends are invited to share in these celebrations. The school effectively works with the parish to deliver the First Holy Communion programme.

4. LEADERS, MANAGERS AND GOVERNORS

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How effective leaders, managers and governors are in developing the Catholic life of the school

<ul style="list-style-type: none">• How well leaders, managers and governors promote, monitor and evaluate the provision and induction for the Catholic life of the school, including Collective Worship; and plan and implement improvement to outcomes for pupils	2
<ul style="list-style-type: none">• How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Leaders and managers demonstrate a strong commitment to the Catholic life of the school and the development of a strong Catholic ethos. Governors are regular visitors to the school and are fully committed to promoting its religious and spiritual life. They attend masses, liturgies and celebrations. The two RE co-ordinators share the leadership role and are focussed on school improvement and the drive to promote the Catholic life of the school. They are committed to ensuring that the school lives out its mission within the school community and that all pupils are well cared for and nurtured in this happy, safe and supportive environment. The school engages well with parents. Parents praise the approachability and friendliness of the staff. They feel welcome and appreciate the care and support given to their children. Chaplaincy provision makes a significant impact on pupils' spiritual and moral development. Leaders have established induction systems for new staff, including those from faith backgrounds other than Catholic to ensure they are clear about the expectations of a Catholic school and are well supported in meeting them. There are opportunities for staff to attend training and meetings to share good practice. Monitoring and evaluation systems are in place to determine the impact that the school's Catholic life has on the development of all pupils.

The monitoring and evaluation of the provision for RE is good. The two RE co-ordinators are committed to raising standards and improving outcomes for pupils. Governors are regular visitors to the school and are involved in monitoring and evaluation activities. A range of monitoring activities including lesson observations, work scrutiny, learning walks and data scrutiny, ensures the school has an accurate view of the its strengths and areas for development. Tracking systems are in place and ensure that teaching is having an impact on pupils' learning and progress. Moderation of pupils' achievement takes place and staff are more confident with assessing pupils' work.