



**DENOMINATIONAL (S48) INSPECTION REPORT**

# St Mary's Catholic Primary School

Glamis Street, Bognor Regis, West Sussex, PO21 1DJ  
School Unique Reference Number: 123456

Telephone: 01243 822287

e-mail address: office@ st-marys-bognor.w-sussex.sch.uk

DFE Number: (938/3329) URN Number: 126037

Head teacher: Mrs. K. Amaladoss

Chair of Governors: Mr. P. Heselton

<b>Inspection date:</b>	2 <sup>nd</sup> June 2015
<b>Lead Inspector:</b>	Catherine Walker
<b>Associate Inspector:</b>	Ros Gillies

<b>Overall Effectiveness</b>	Previous Inspection:	1
	This inspection:	<b>1</b>
<b>Catholic Life:</b>		1
<b>Collective Worship:</b>		1
<b>Religious Education:</b>		1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary's is an outstanding Catholic school because:

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| <ul style="list-style-type: none"> <li>▪ The Catholic life of the school is outstanding because all members of the school community feel a deep sense of belonging and enthusiastically take part in the many opportunities open to them to live out their faith, in both the school and parish community.</li> </ul> | <ul style="list-style-type: none"> <li>▪ The quality of collective worship is outstanding because guided by staff, pupils confidently lead prayer and worship and act with reverence and respect.</li> </ul> |
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	<ul style="list-style-type: none"> <li>▪ The quality of religious education is outstanding because leaders know their school well through strong self-evaluation, fostering excellent relationships and securing teaching that is never less than good.</li> </ul>
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## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St. Mary’s Catholic Primary School is situated in the centre of Bognor Regis close to the Church of our Lady of Sorrows and the seaside. The area in the immediate vicinity is mostly multiple occupation housing and is in a socially and economically deprived area. Approximately 30% of pupils live in the wards of Pevensy and Orchard, which are in the 20% most deprived wards in the country.
- The percentage of pupils with special educational needs is 10%, with two children with statements and two applications being prepared for a request for statutory assessment.
- The school serves the Parish of Our Lady of Sorrows Bognor Regis with Mass centres in Rose Green and Slindon. The parish is very large, and covers the area across the coast from Pagham to Elmer and Middleton and north through Barnham to Slindon.
- The percentage of Catholic children in the school is 82%.
- The percentage of children with EAL has risen significantly from 10.8% in 2010 to 40% in 2015, with 26% having Polish as their first language. This is significantly above the national average.
- There are 22 different first languages spoken by the children at St. Mary’s.
- The percentage of children with EAL in Reception and Year 1 is over 50%.
- Most of the pupils are from Eastern European heritage e.g. Poland, Latvia, Slovenia, Slovakia, and Bulgaria with some pupils from the Philippines, India and Africa.
- The percentage of pupils who are British is decreasing. It now stands as 48% and is now below the National Average 71%.
- 11.2% of pupils are in receipt of the Pupil Premium grant.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Ensure that opportunities for staff development remain a high priority in addition to the spiritual development of the pupils.
- Improve the quality of developmental feedback marking. Pupils would now benefit from greater involvement in evaluating how well they achieve. This will further impact on their improved achievement and will continue to build upon their developing confidence in collaborative learning.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate The provision for the Catholic Life of the school.

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#### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

All members of the school community are at the heart of shaping the school's mission and ethos. Pupils have a deep understanding of how to follow and live out the mission of the school. This is evidenced in their class mission statement books and their ability to reflect on its meaning and enthusiastic singing of the school's mission song as witnessed by inspectors.

All pupils have a deep experience of belonging and enthusiastically embrace the leading role they take in promoting the school's ethos within and beyond the community of St Mary's.

Pupils' behaviour is consistently good throughout the school. The highest standards of moral and ethical behaviour are promoted through the clear and consistent communication of the school's expectations. They are alert to the needs of others and seek justice for all within and beyond the school community. Pupils are very involved in charitable acts as part of the school's focus on the core value of service. They have raised large amounts of money for the local hospice and the British Heart Foundation.

#### **The quality of provision of the Catholic Life of the school is outstanding.**

The RE council plays an integral part in the life of the school, evaluating and shaping the next steps for further enhancing the Catholic life of St Mary's. For example, they evaluate the prayer focuses, develop the school mission statement and evaluate school prayer.

Pupils engage well in all aspects of the Catholic life of the school. Observations of both teaching and collective worship demonstrate pupil's high level of respect and profound response to the opportunities provided. A member of the RE council stated, "It is very special to have such an important job, especially as we are able to help younger children understand and improve their RE."

Pupils' spiritual development is outstanding. Clear structures are in place which provide the highest levels of pastoral care to all pupils and there is an explicit and concrete commitment to

the most vulnerable and needy in both policy and practice. There is a school counsellor employed by the school.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

The school's leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development and sustenance of an authentic Catholic ethos is viewed as a core leadership responsibility. Governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. Almost all pupils, including those who are not Catholic, are proud of their own religious identity and beliefs and have a strong sense of personal worth. They treasure the outward sign of the school's Catholic identity.

## COLLECTIVE WORSHIP / PRAYER AND WORSHIP

- How well pupils respond to and participate in the school's Collective Worship
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

Pupils treasure the outward signs of St Mary's Catholic identity and are involved in preparing high quality prayer focuses and class liturgies. They are able to articulate their spiritual journey and a large number of pupils take up opportunities to pray in their own free time e.g. lunchtime prayer groups. All pupils understand that they are special and God loves them. Pupils express their developing journey of faith in their spontaneous responses during liturgies and lessons and in the way they treat each other. The pupils enjoy preparing liturgies and masses for the whole school community. Pupils display great confidence in the variety of approaches to prayer, both traditional and contemporary. Excellent examples were seen during the Rosary prayer group and guided meditation. Pupil buddies provide excellent role models for younger pupils. They use skillful questioning and pastoral support to guide younger pupils on their spiritual journey.

### **The quality of provision for Collective Worship is outstanding.**

Collective worship is central to the life of the school and forms the heart of every school celebration. Prayer is interwoven into the fabric of the school and is evident in the high quality provision it receives. Staff prayer is equally an integral part of all aspects of school life. Every day staff gather to reflect and give their daily offerings to God.

Collective worship has a clear purpose, message and direction. Prayer opportunities are planned in a manner that warmly welcomes other parents and adults associated with the pupils and the school. The response to this invitation is outstanding. Parents who explained the profound effect their children have experienced of living and belonging to a praying community echo this. One parent commented how proud they were to have "Jesus at the centre of their son's life."

All staff have an excellent understanding of the Church's liturgical heritage and are passionate that all pupils have high quality experiences of the Church's liturgical life.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

The leadership team at St Mary's places the highest priority on the development of quality experiences of collective worship in their regular reviews of the school's performance and self-evaluation. They are swift to respond to these findings in a systematic and thorough way. They regularly seek the views of pupils, staff and parents. One parent commented how "swiftly the school had responded to the views of the parents" and that "the leadership team was to be commended for their actions."

Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time is devoted to it.

Leaders also ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding as a staff training opportunity. There is an annual two day retreat for teachers, where furthering their spiritual journey is the priority. Staff's own faith journey is recognised and nourished. The school year commences with a mass for governors and staff where all re-dedicate to the service of God and mission of the school.

Developing the spirituality of all members of St Mary's community is one of the many strengths of the school. Pupil's own spirituality is further nurtured through an annual spirituality week. These special weeks are captured through high quality reflection journals and class portfolios. These form a lasting memory of the pupil's spiritual experiences and celebrate the opportunities provided across the school.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

During the time of the inspection teaching was never less than good and many lessons observed were outstanding. Where lessons were outstanding, teachers communicated high expectations, enthusiasm and passion about RE. Lessons were swiftly paced and teachers skillfully questioned groups of pupils and individuals during lessons in order to reshape tasks and explanations to maximise learning for every pupil. All staff demonstrated positive relationships with pupils. This was reflected in pupil's enthusiastic responses and active participation in lessons.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

Constructive marking is frequent and pupils are starting to be given the opportunity to respond to advice in a systematic and planned way. This now needs to be further embedded to ensure pupils are active participants in their learning. Celebration of achievement is central to teachers' assessments. Teachers differentiate tasks well in order to meet a variety of pupils' needs. All learning environments are of a consistently high standard. Prayer areas consistently promote pupils' religious literacy through interactive displays.

#### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

The self-evaluation of religious education by leaders and managers is a coherent reflection of rigorous monitoring, searching analysis and self-challenge. They are well informed about current best practice and have a shared strategic vision for the school. Accurate self-evaluation ensures leaders are not complacent about school priorities.

Leadership of religious education is informed by a high level of expertise and vision which focuses relentlessly on improving teaching and learning in religious education. This results in teaching that is likely to be outstanding and at least consistently good.

The new 'Come and See' religious education scheme enables pupils to gain first hand and quality experiences of the liturgical life of the Catholic Church and of a wide diversity of religious and belief communities. The school now needs to continue to embed 'Come and See' with new staff. Religious education is extremely well resourced.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship

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How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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Religious Education

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

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The quality of teaching and assessment in Religious Education

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How well leaders and managers monitor and evaluate the provision for Religious Education

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