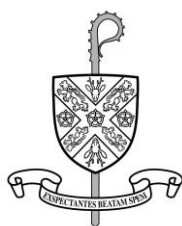


# DIOCESE OF MIDDLESBROUGH

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



**School:** St Margaret Clitherow RC Primary School

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**Head Teacher:** Nicola Jamalizadeh

**Chair:** Jill Miller

**Date:** 22 - 23 October 2013

**Inspector:** Sharon Melia-Craven

**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 Advisers and Inspectors.

### 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. Margaret Clitherow's is a larger than average school and is located in the South Bank district of Middlesbrough. It serves a wide area, including large pockets of significant social and economic deprivation. It has an integrated Early Years Foundation Stage (EYFS).

The proportion of pupils eligible for free school meals is well above national averages. The proportion of pupils with higher levels of learning difficulties and/or disabilities is also well above average.

The proportion of Parents in higher education and high class households are significantly below average. The proportion of pupils from a minority ethnic heritage is below average, 57% of pupils and 75% of teachers are Catholic.

There has been a period of turbulence amongst the senior leadership team since the last inspection. There have been two acting Head Teachers: the current Head Teacher, who was Deputy acting up before her substantive appointment, and then an experienced temporary Head Teacher whilst the current Head Teacher was on maternity leave.

The current leadership team have been all together since January 2013.

**Pupil Catchment:**

Number of pupils on roll: 277

Planned Admission Number of Pupils: 47

Percentage of pupils baptised RC: 57%

Percentage of pupils from other Christian Denominations: 17%

Percentage of pupils from other World Faiths: 8%

Percentage of pupils with no religious affiliation: 18%

Percentage of pupils with special needs: 24%

**Teaching Staff:**

Full-time Teachers: 14 (2 on maternity leave)

Part-time Teachers: 2

Percentage of Catholic Teachers: 75%

**Support Staff:**

Full-time Classroom Support Staff: 10

Part-time Classroom Support Staff: 4

Percentage of Catholic Classroom Support Staff: 64%

Percentage of teachers with CCRS: 31%

**Percentage of learning time given to R.E:**

FS – Y6 10%

**Parishes served by the School:**

St Andrew's, Teesville; St Anne's, Eston; St Peter's, South Bank.

# 1. OVERALL EFFECTIVENESS

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## MAIN FINDINGS

St Margaret Clitherow School is an outstanding school. The Catholic ethos and the School's Vision and Mission are explicit and can be articulated by Pupils, Parents, Staff and Governors, being the foundations on which everything is built and lived out. A culture of openness and trust prevails and forms the basis for the extremely positive relationships throughout the school which are recognised and appreciated by Parents and Governors. The Parish Priest and other Governors value and applaud the work of the school in the community in which staff members can be seen playing an active role in the parish.

Outcomes for Pupils on leaving the school are outstanding. Attainment on entry in to the Foundation Stage is significantly below average in all areas of development. The delivery of the well planned Religious Education curriculum and the many opportunities created for Pupils to benefit from the Catholic life of the school ensure Pupils make good or better progress and achieve above average attainment at the end of Key Stage Two. It is a testament to the strength of the Leadership Team as a whole and the strong leadership of the Governing body that standards have risen year on year over the last three years.

The school's provision for the Catholic life of the school is outstanding and given the highest priority and is highly effective in promoting the development of the human wholeness of its pupils; spiritually morally and culturally. Pupils are enthusiastic to participate in the wide variety of opportunities provided for them to benefit from the school's Catholic life. They are proud of their school and take their responsibilities as buddies, ambassadors and prayer leaders seriously, as they know and believe 'Jesus is at the heart of everything we do'. Collective Worship in the school is outstanding with prayer leaders and chaplaincy taking an active role in its provision, enabling pupils to make outstanding response and participation.

The Head Teacher, Senior Leadership team and Governing Body provide outstanding leadership, with a strong faith commitment and a vision for 'praising God, aspiration, achievement and love and protection of one another'. They are highly committed to the school and its families providing a welcoming and inclusive school.

What the school needs to do to improve further:

- Secure all teaching in Religious Education to be good or better by ensuring:
  - Purposeful pace and challenge
  - Differentiation of tasks to meet the needs of all pupils
  - Consistency across the school of pupils responding to teachers' marking to improve their work
  - Teachers are confident in using the tracking system and assessment data to further improve standards of all groups
- Enhance the nurturing ethos of the school by introducing 'Rainbows'.
- Continue to develop the role and confidence of the prayer leaders in supporting Collective Worship.

## 2. PUPILS

### **How good outcomes are for pupils, taking into account of variations between groups.**

Outcomes for all pupils are outstanding. In lessons observed from Foundation Stage One to Year Six, pupils were engaged, enthusiastic and engrossed in their learning and clearly enjoying their lessons. All pupils were motivated, engaged, working hard. The youngest pupils responded confidently in prayer and recognised signs and symbols of the Baptismal rite whilst the oldest pupils displayed maturity in their debate around vocation and showed a depth of understanding when making clear and effective links with scripture. Pupils were able to reflect quietly and listen to the views of others with respect whilst being able to explain why they disagreed with a point of view. They can confidently explain the impact of religion on the way they behave.

Standards of Religious Education in the school are outstanding despite significantly below average levels of development and attainment in all areas on entry into Foundation Stage.

The school's own self-evaluation of pupils' learning and progress accurately confirms that by the end of Key stage One most children are making good progress and at the end of key Stage Two most pupils make very high levels of progress. An improving trend over the past three years of attainment in Religious Education is demonstrated through the school's relatively new tracking system showing that a very large majority of pupils achieve at least Level 4 in Religious Education.

Pupils make an outstanding contribution to the Catholic life of the school and benefit immensely from it. They take responsibility and show leadership through various groups including Buddies, Ambassadors and Prayer Leaders to enhance and promote the school's Mission Statement 'Jesus is at the heart of everything we do'. Pupils know why their school is different and that it is a safe and welcoming place where "everyone is listened to". Whilst recognising their school has a special place in the community, they participate with openness and enthusiasm in activities which enable them to make great contributions to the Catholic character of the school and demonstrate that the Vision and Mission Statements of the school are lived out.

St Margaret Clitherow School is a prayerful community where all pupils respond exceptionally well to the many and varied opportunities the school provides for them to participate in Collective Worship and their contribution to it is outstanding. Collective Worship

is central to the life of the school and the pupils have an excellent grasp of what worship is about, displaying reverence and respect. Pupils participate extremely well in all forms of prayer and are supported by recently appointed Prayer Leaders. They reflect silently and understand that song is a form of prayer, demonstrated in their weekly 'Celebration of Song'.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	1
• How well pupils achieve and enjoy their learning in Religious Education	1
• How well do pupils respond to and participate in the schools' Collective Worship	1

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### 3. PROVISION

#### How effective the provision is for Catholic education

The quality of teaching overall is good with some outstanding practice observed. The majority of teaching is effective in ensuring that pupils are engaged and consistently interested in their learning, making progress and achieving well over time. On the very rare occasion when teaching is less than good some activities and tasks do not always match pupil ability. Outstanding teaching includes varied teaching styles and a range of resources including ICT, music, debate, drama, art and film. The Religious Education curriculum is enriched through creativity and some innovative strategies. It encourages resilience when pupils are faced with challenging tasks allowing them to make rapid progress. Pupils are encouraged to use the 'wonder walls' and 'I wonder' opportunities to enhance their independent thinking and learning. The vast majority of teacher knowledge is good, lessons are well planned and activities appropriately differentiated. The provision for Religious Education on the timetable meets the Bishop's requirements.

Marking and feedback of pupils work in Religious Education is being used to move pupils understanding and learning forward. However allowing time for pupils' response to marking is not yet consistent across the school. As a result of sharing learning objectives, targets and 'I Can' statements pupils understand how well they are doing and what is expected of them. They can talk about what the 'I Cans' mean and are using self - assessment grids.



Teachers are using the 'Come and See' programme effectively to deliver purposeful learning. Where other adults are used to assist pupils in lessons they are confident in delivering good quality support in Religious Education. Good assessment procedures are in place with in house and cluster moderation taking place regularly allowing teachers to be confident in their assessment of pupils' work.

The school provides outstanding collective worship. Prayer is central to the schools' ethos and quality opportunities for staff and pupils' prayer are exceptional. Pupils are at ease with prayer and accept it as a natural part of the school day in which there is a rich variety of opportunities for pupils to pray together in classes, in phases and as a whole school. Parents are happy to be invited to Mass in school and weekly Family Acts of Worship which are led by pupils.

The pupil prayer leaders are actively encouraged and supported in planning and delivering these opportunities. Time needs now to be given to the prayer leaders to develop confidence in their delivery. The outside space is being used for prayer and includes the prayer garden and various shelters. An identified space or prayer room is not available inside the building although all classrooms do have sacred spaces and prayer focus areas. The lay chaplaincy co-ordinator has a wealth of experience which she brings to her role of supporting the preparation of Acts of Worship, leading the Rosary, Stations of the Cross and other Liturgies throughout the year. The support she gives to the school is held in high regard by the Parents.

The quality of provision for the Catholic life of the school is outstanding. The governors, senior leaders and all staff have high expectations and a shared vision with regard to the school's ethos and to the church's mission in education. All staff are involved in living out the school's mission statement and are fully committed to provide every opportunity to enable all pupils to know that 'Jesus is at the heart of all we do'. Through the use of 'Statements to Live By' throughout the school, pupils are able to demonstrate an understanding of what it means to be active members of St Margaret Clitherow School. They are proud of their school and show a clear commitment to their local community through supporting local charities such as Zoe's Place, collection for food bank hampers and the MacMillan nurses appeals.

They also demonstrate their commitment to the global family through their support of Mission Together and Dress a Girl Around the World.

The learning environment of the school is attractive, well ordered with high quality displays and is clearly of a Catholic nature supporting the spiritual and moral development of all pupils. There is a strong sense of community at all levels which is evidenced through the high quality of relationships and sense of unity that exists between everyone. The newly introduced behaviour and consequences policy has been embraced by all, as pupils, governors and parents were confident to explain, and adds to the high standards and expectations of behaviour. It is evident that all pupils endeavour to treat each other with kindness and respect as is reflected in family questionnaires.

• The quality of teaching and how purposeful learning is in Religious Education	<b>2</b>
• The extent to which the Religious Education curriculum promotes pupils' learning	<b>1</b>
• The quality of Collective Worship provided by the school	<b>1</b>
• The quality of provision for the Catholic life of the school	<b>1</b>

## 4. LEADERS, MANAGERS AND GOVERNORS

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### **How effective Leaders, Managers and Governors are in developing the Catholic life of the school**

Leadership and management are outstanding overall. The Senior Leadership team, led by the enthusiastic and inspirational Head Teacher, along with the Governors, are totally committed to the mission of the school and promoting its Catholic life. Leaders share a strong vision of the place of the school in the community, 'promoting and protecting it with rigour'. The welcoming and inclusive nature of the school evidences the priority leadership gives to the Catholic mission which is understood by all staff and pupils, ensuring quality moral and spiritual development based on gospel values of love. Focused staff training has developed awareness,

understanding and commitment to the school's strong Catholic ethos as a recent training day establishing the school's Vision Statement reflects.

The school's self-evaluation is thorough and robust providing meticulous monitoring and evaluation of Religious Education and the Catholic life of the school. There are clear well targeted plans in place, which are regularly reviewed to ensure maximum effect on pupils' outcomes. Governors are able to monitor and challenge targets set by the Senior Leadership Team and are confident that the relatively new 'gifted' team are moving the school from strength to strength. They are fully committed to supporting the work of the school which is regarded as a 'beacon of light' in the community, where Christ can be seen at the centre, as evidenced in the quality of relationships.

A systematic range of activities is in place for the monitoring and evaluation of Religious Education in the school which ensures that its shared vision remains at the heart of the school. Staff and Governors are kept informed of priorities which are identified through the strategies undertaken to evaluate the provision and outcomes for pupils. Changes in the Senior Leadership Team have been managed extremely well to ensure continuity and progression which is reflected in the high expectations and outcomes in Religious Education over the past three years, with the leadership of Religious Education given a priority. The Governors are mindful to make quality appointments to ensure the Gospel values the school is based upon are upheld, whilst discharging their statutory and canonical duties with rigour.

<ul style="list-style-type: none"> <li>How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils</li> </ul>	1
<ul style="list-style-type: none"> <li>How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	1