



Catholic Schools Inspectorate inspection report for St Margaret's Catholic Voluntary Academy

URN: 146113

Carried out on behalf of the **Right Rev. Patrick McKinney, Bishop of Nottingham** on:

Date: Thursday 8th June 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- St Margaret's is a friendly school where the pupils know each other well and look after each other. Behaviour is good and pupils enjoy the rewards linked to the behaviour policy.
- Parents value the school and recognise the support that staff give to their children.
- The school supports its most vulnerable pupils with compassion and genuine care, providing the resources for them to take part fully in all aspects of school life, ensuring inclusivity for all pupils.
- The quality and written presentation of the religious education work in books shows that religious education is good and is valued as a core subject.

- The pupils respond well to prayer and liturgy. They take part willingly and understand the structure of liturgical prayer.

What the school needs to improve:

- Improve and increase the provision for relationships, sex and health education (RSHE).
- Develop systems and activities in relation to the monitoring and evaluation of religious education so that these become more frequent and robust.
- Introduce a wider variety of worship opportunities.

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:.....

Pupil outcomes

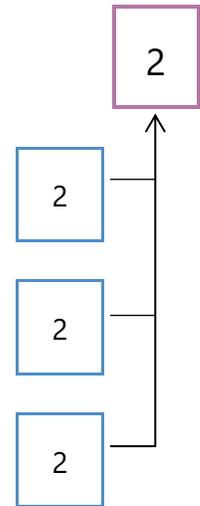
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils are happy to be part of St Margaret's. They like their school and their teachers. Due to the small nature of this school, all the pupils know each other well. There is a family feel to the school which pupils enjoy. Behaviour at the school is good and pupils are respectful of one another. Pupils say that there is no bullying in the school and they speak kindly and with empathy about others, demonstrating how kind and considerate the pupils are towards one another. Pupils benefit from attaining various badges and rewards while they attend St Margaret's. There is an enthusiasm about being part of a growing chaplaincy team, where there is the opportunity for pupils to deliver and take some responsibility for the planning of liturgical prayer. Pupils speak with excitement about some of the fundraising activities they have taken part in for charitable causes. They also confirm that by saying prayers within their school, this is what makes it different and distinctive from other, non-Catholic schools. Although they know the school motto, pupils are unable to talk about the school's mission statement.

There is considerable emphasis at the school given to supporting the most vulnerable pupils. The pastoral care given to these pupils and their families is impressive. Staff have created a welcoming environment. Staff are positive role models for pupils. They show care for each other and a willingness to participate in the Catholic life and mission of the school. Currently, the process of evaluating the liturgical prayer is given only to the pupils who are leading and delivering times of worship, rather than to the wider school community, thereby making evaluations limited and somewhat restricted. There is little evidence of the work undertaken in relationships, sex and health education, as this subject is only offered to pupils at the end of Key Stage 2 in the final part of the academic year. Although pupils can speak with confidence about learning from science lessons linked to knowledge about bodies and digestion, they have no knowledge of relationships, sex and

health education to bring to mind during discussion.

Leaders and governors care about the staff and pupils at the school. The leadership team is stabilising and growing. Partnerships with parents are good: parents speak positively about the teachers and the support they receive from the school. There is additional support from the St Ralph Sherwin Catholic Multi-Academy Trust in monitoring Catholic life and mission: governors report that they greatly valued and appreciate this additional support. Pupils do not benefit fully from the school's mission and from Church traditions because the mission statement is not well known, nor fully effective or embedded in the life of the school or times of worship. The parish priest is keen to improve links with the school to support embedding the traditions of the Catholic Church. There is support in place for pupils to develop their own confidence and emotional literacy skills.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

Pupil outcomes

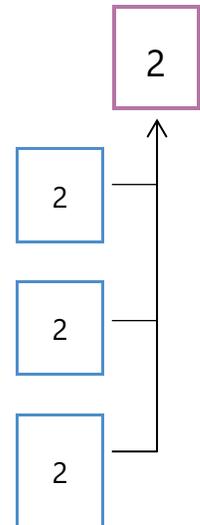
How well pupils achieve and enjoy their learning in religious education.....

Provision

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

Leadership

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



Pupils make good progress in religious education from their starting points. They are developing a secure knowledge of religious education and their workbooks demonstrate a good level of religious literacy attained. Pupils are expected to work hard in lessons. They can work independently to produce their work; they speak confidently about some of the previous lessons and work in their books, showing that they care and value their learning in religious education. Although the pupils enjoy their religious education lessons, older pupils say that they would enjoy a wider range of activities within religious education, other than writing tasks - for example, drama. Older pupils demonstrate the use of scripture and are able to link this to their own lives, for example, when learning about the Ten Commandments and prioritising which rule they feel is most important in life. Pupils are not able to talk about Catholic traditions or the saints after whom their houses are named. Outcomes have improved since the last inspection.

Teachers have a good religious subject knowledge and deliver their lessons confidently and appropriately to the age groups they teach. Planning for three year groups within one classroom is a challenge, but work is differentiated across the class and this makes the work accessible to all pupils. Planning is linked to the individual pupil's current attainment and is adapted within the lessons to ensure that pupils gain a good knowledge and understanding of the subject. There are occasions when pupils from lower or higher year groups join the adjoining year group, as this work better matches pupils' abilities. These systems ensure challenge and support for these individual pupils. Pupils are questioned and praised constantly. Marking in the books demonstrates positive feedback to pupils. Although verbal feedback is given to the pupils, written comments from teachers are limited and these seldomly identify the next steps for pupils or help pupils to stretch their knowledge to improve further.

The school follows the 'Come and See' programme of work, in line with other diocesan schools, and is preparing to move to the new curriculum. In order to keep abreast of new initiatives, the staff and governors access training from both the diocese and the St Ralph Sherwin Catholic Multi-Academy Trust. This training ensures that the religious education curriculum provides sufficient opportunities for learners to progress through the scheme at a good rate. The school has worked with other local Catholic schools, the trust leaders and diocesan advisers in moderating pupils' work. However, the monitoring and evaluation of religious education lessons, book scrutinies and pupil voice, within the school and from local governors, does not have enough rigour and frequency to ensure that strengths and weaknesses are identified and acted upon. Although the governors question the headteacher about the processes in religious education, they do not set challenging enough questions or tasks related to raising standards and addressing gaps in learning. Governors are very committed and willing to make changes for the benefit of the school.

Collective worship

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

Collective worship key judgement grade:.....

2

Pupil outcomes

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

.....

2

Provision

The quality of collective worship provided by the school

.....

2

Leadership

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

.....

2



This year has seen the formation of a pupil chaplaincy team for the first time at St Margaret's. Pupils enjoy their times of prayer and reflection; they show respect and respond with reverence. Pupils in leadership roles speak clearly and with confidence. The use of drama and music is used to good effect in liturgical prayer, lifting the impact of the occasion. The chaplaincy team and other pupils take on the responsibility of delivering their times of worship seriously, saying: 'We spread the word about God and Jesus and read the gospels'. Pupils ask questions to seek clarification on the understanding of those gathered and to provoke reflectiveness from their peers. Pupils are well practised in the 'Let us Pray 2gether' scheme of work. They follow the structure of this prayer scheme well. From a reduced choice of scripture and prayers, they are supported in planning their worship based on current themes. Pupils have a good understanding of liturgical colours. They willingly undertake the evaluation of the worship they deliver; they do this with the support of the teacher responsible for collective worship, always starting and ending their evaluation with a prayer asking for God to help them to discern what has gone well and what can be improved. Pupils in attendance do not evaluate consistently or contribute to ideas for improvement.

There is a daily pattern of prayer in both classes. These prayers mark the structure of the school day and pupils regularly lead these prayers. Pupils know traditional prayers as well as composing their own prayers. The theme from pupils' learning in religious education is also the theme frequently used for times of prayer and liturgical prayer. In addition to the daily rhythm of school prayer, there is an annual plan which looks to provide opportunity for prayer and liturgy, detailing Masses, sacramental preparation, holy days of obligation, and other celebrations including Adoration. The school then adapts these plans, if needed, to accommodate what is happening in the world today such as the war in Ukraine and the death of HRH Queen Elizabeth II. The leader of collective worship is skilled in supporting the pupils with the planning and the evaluation of liturgical prayer which the

pupils deliver. She has a good understanding of the liturgical year. The responsibility of evaluating liturgical prayer is not cascaded to other stakeholders and is limited to being evaluated only by the pupils who are delivering on each occasion, which restricts further developments from being identified.

The leader for collective worship is both passionate and skilled in planning and supporting the pupils in this area of school life. She meets with two chaplaincy groups at two separate lunchtimes each week; she conveys a good understanding of the Catholic church and the traditions which she wants to share with pupils and is a good role model for the pupils and the staff in the school. The variety of methods of prayer is limited to the scheme 'Let Us Pray 2gether'. The school has a newly appointed lay chaplain with numerous ideas and plans to move the prayer life of the school forward within a clear vision for improving the prayer and liturgy offer for all members of the school community. Meditation is a new and welcome initiative. Although the frequency and robustness of monitoring and evaluating procedures within the school are under developed, the school is well supported by the lead lay chaplain from the St Ralph Sherwin Catholic Multi-Academy Trust, who helps the school to consider, review and evaluate prayer, liturgical prayer and liturgy on specific and focused visits during the academic year.

Information about the school

Full name of school	St Margaret's Catholic Voluntary Academy
School unique reference number (URN)	146113
Full postal address of the school	The Federation of All Saints' and St Margaret's, Glossop Road, Glossop, SK13 6JH
School phone number	01457 855818
Name of head teacher or principal	Grainne Beaumont
Chair of governing board	Reg Tabb
School Website	www.assmfederation.srscmat.co.uk
Multi-academy trust or company (if applicable)	St Ralph Sherwin Catholic Multi-Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Nottingham Roman Catholic Diocesan Trustees
Gender of pupils	Mixed
Date of last denominational inspection	2 December 2015
Previous denominational inspection grade	2

The inspection team

Helen White	Lead inspector
Lucy Gunton	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/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

