



**DENOMINATIONAL INSPECTION
REPORT**
(Under Section 48 of the Education Act 2005)

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND
RELIGIOUS EDUCATION**

School: All Saints Catholic Primary School

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School URN: 112900

Headteacher: Mrs Margaret Hyde

Chair of Governors: Mrs Gill McGrath

Inspector: Mrs Anne Recchia

Date of Inspection: 2 and 3 October 2013

INTRODUCTION

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act 2005 in accordance with the Diocese of Nottingham Schedule for Section 48 Inspections. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspector observed 5 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education and two governors. Discussions were also held with pupils and parents.

The inspector scrutinised a range of documents including the school development plan, Religious Education tracking information and assessments, governors' reports, lesson planning, monitoring information. The inspector also examined the work in pupils' Religious Education books.

INFORMATION ABOUT THE SCHOOL

All Saints Catholic Primary School is a much smaller than average primary school situated in the town of Glossop in the North of the county of Derbyshire. The school serves the parishes of All Saints and St. Mary's Crowned, Glossop. 65% of pupils are baptised Catholics, 19% are from other Christian denominations and the remainder have no religious affiliation. Most pupils are of White British origin and all pupils speak English as their first language. A broadly average proportion of pupils is supported by additional funding through the pupil premium. The proportion of disabled pupils and those with special educational needs supported at school action is below average, but the proportion of those pupils supported at school action plus or through a statement of special educational needs is above average. Children in the Early Years Foundation Stage are taught in a mixed year group class of Reception and Year 1 pupils. All other pupils, apart from Year 6, are organised in three mixed year group classes. Year 6 pupils are taught in a nearby local Catholic primary school. All Saints is in a 'hard federation' arrangement with this other school and the headteacher is the executive headteacher of both schools.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

- All Saints is a good Catholic school which values its Catholic identity and sense of community. Pupils are able to contribute and benefit from the Catholic Life of the school and understand the responsibilities and demands that this involves. Leaders and managers including governors of the school see its Catholic mission as central to their role and plan effectively to ensure that it is a lived experience for the pupils.
- Collective Worship is well planned, resourced and responsive to the needs of the community and the Church's liturgical heritage. Pupils enjoy and participate in liturgies with reverence and respect. They are beginning to plan and lead their own liturgies under the guidance of their teachers, however, the school is aware that this area needs further development.
- Standards and progress in Religious Education are generally good. Improvements in assessment, monitoring and evaluation are beginning to have a positive impact on teaching and learning. The subject is well led by a dedicated and enthusiastic subject leader who has implemented changes that are beginning to bear fruit in terms of positive outcomes for pupils.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To develop more thorough and robust systems for determining the impact that the Catholic Life of the school has on the development of pupils. The analysis of information collected should be an integral part of the self-evaluation cycle and should be frequently referred to as a school improvement priority.
 - To develop systems that will monitor and evaluate the quality of Collective Worship involving all stakeholders, taking into account the views of pupils, staff and parents in a consistent way. To analyse the results of this monitoring and to use it to inform future planning so as to improve provision and outcomes for pupils further.
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- To further develop pupils' skills in planning and leading worship from an early age.
- To ensure that the results of assessment in Religious Education and the tracking of pupil progress is used to inform planning so that tasks set within lessons are effectively differentiated in order to ensure that every child is challenged to work to their full potential.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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| <ul style="list-style-type: none"> ▪ The extent to which pupils contribute to and benefit from the Catholic Life of the school. | <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="text-align: center;">2</td> </tr> </table> | 2 |
| 2 | | |
| <ul style="list-style-type: none"> ▪ The quality of provision for the Catholic Life of the school. | <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="text-align: center;">2</td> </tr> </table> | 2 |
| 2 | | |
| <ul style="list-style-type: none"> ▪ How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school. | <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="text-align: center;">3</td> </tr> </table> | 3 |
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Pupils at All Saints are involved to a good extent in shaping the school's Catholic mission through their attitudes, behaviour and care for one another. They have a good appreciation of the responsibilities involved in being part of the school community and take on increasingly responsible leadership roles as they move through the school. Close links with the other local Catholic primary school have resulted in pupils sharing ideas and views. The school should now consider introducing ways to allow pupils be more involved in the monitoring and evaluation of the Catholic Life of the school, giving them some ownership and voice in the future development of the school. Adults within the school have high expectations of moral and ethical behaviour; these are well communicated to pupils through the curriculum, the 'statements to live by' and Acts of Collective Worship. As a result, the behaviour of almost all pupils in the school is good. They know that they are cared for and feel secure and confident, valuing their teachers and support staff who they see as good role models. Pupils are alert to the needs of others, they understand that they can use their God given gifts in the service of others and they appreciate the need to forgive and be forgiven. They recognise the importance of key celebrations in the liturgical calendar and have some involvement in parish and diocesan activities. Pupils' recent participation in the schools' pilgrimage to Walsingham enabled them to meet and celebrate together with their peers from across the diocese. This engagement in diocesan wide experiences is also evident in the pupils' participation in the Year of Faith.

The school's mission statement is a good expression of the educational mission of the Church. It has been effectively conveyed to pupils and as such, is tangibly evident in the education and pastoral care provided by the school. Despite the limitations of the school building, the Catholic character of the school is very evident through vibrant and appropriate displays, religious artefacts and symbols. The quality of relationships that exist between staff and pupils is outstanding. The school provides high levels of pastoral care to pupils through its personal, health and safety education programme. The school recognises the need to develop its provision for Sex and Relationships Education. Some work has been carried out to audit the areas in this subject covered in the Religious Education programme, but this needs to be consolidated now into a more robust programme that ensures there is

progression and continuity for pupils' social and moral development. Parents are very supportive of the school and its Catholic ethos. They cite a sense of community and its Catholic identity as reasons for choosing the school for their children.

The headteacher and senior leaders demonstrate a commitment to the Catholic Life of the school and the development of a strong Catholic ethos. They are well regarded and supported by the staff so that there is a strong sense of the community working together. Governors are well organised and are focused on preserving and developing the Catholic Life of the school. Monitoring and evaluation processes for this aspect of school life are still at an informal stage, however. Governors and senior leaders need to develop more thorough and robust systems for determining the impact that the school's Catholic Life has on the development of the pupils. It should be more rigorous and should be an integral part of the self-evaluation cycle which is frequently referred to as a school improvement priority.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- 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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Pupils respond to and participate in the school's Collective Worship to a good standard. They act with reverence when praying and are keen to participate in liturgy. Pupils enjoy learning about people from different backgrounds and faiths and are at ease sharing prayer experiences with them. In a school with little religious diversity, this is an area that has to be consciously planned for by the leadership team. Pupils learn the formal prayers of the Catholic Church from an early age and are keen to contribute their ideas and prayers when planning their own Acts of Worship. The 'Let Us Pray' resource has been introduced recently, allowing pupils to plan and lead their own liturgies with increasing confidence. Pupils understand the difference between formal and non-sacramental liturgies. They are beginning to use their knowledge of scripture, religious artefacts and music to make appropriate choices when planning worship. However, this is not fully embedded and needs further development, as much of the leadership and initiative for Collective Worship currently comes from the staff.

Staff and pupils regularly pray together. Prayer punctuates the day and is an integral part of the life of the school. Pupils and staff speak very positively about the opportunities provided for prayer and worship and are able to point out particular examples where Collective Worship was inspiring and memorable; this is having a positive effect on the spiritual and moral development of pupils. The leadership team is aware of the constraints of the school building when planning liturgical celebrations. Effective links with the neighbouring Catholic primary school and the parish allow for opportunities to invite and encourage parents to attend.

Leaders and managers, including the priests of the parish know how to plan and lead good quality Collective Worship. It is well planned and takes account of the Church's liturgical year, the Religious Education curriculum and local, diocesan and national initiatives. The planning and delivery of Collective Worship features regularly in the continuing professional development of staff and this is having an impact on their spiritual and liturgical understanding. The systematic monitoring and evaluation of Collective Worship is still in its infancy and needs now to involve all stakeholders. Currently, this relies too heavily on the views of the headteacher and rarely takes into account the views of pupils, staff and parents in any consistent way. Careful analysis of the results of this monitoring will identify any weaknesses and help to draw up plans to implement further improvements.

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 (including governors) monitor and evaluate the provision for Religious Education.

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Pupils generally enjoy Religious Education and can explain its importance in their lives. They are keen to do well and work diligently and at a good pace in their lessons. There is little disruption to their learning due to poor behaviour as relationships in the classroom are good and there is a common sense of respect from both pupils and staff. Given the moderately low starting point, pupils make good progress in the Foundation Stage, quickly acquiring knowledge and understanding of the faith so that by the end of this stage, most pupils have attained levels appropriate to their age in Religious Education. This progress continues throughout Key Stage 1. By the end of this key stage, a very large majority of pupils achieve levels in line with diocesan and national standards with a considerable minority exceeding these. Progress throughout Key Stage 2 is less consistent. By the end of Key stage 2, the majority of pupils are achieving Level 4, a level in line with national expectations, but this falls below diocesan averages and only a small minority exceed expected levels. Progress towards expected levels needs to be consistently monitored to ensure that all pupils throughout the key stage make expected progress year on year. Too much emphasis is placed on the progress of Year 6 pupils who have to 'make up ground' lost in previous years. This issue is beginning to be addressed by the headteacher and subject leader for Religious Education through a more analytical approach to pupil progress and the monitoring of the quality of teaching. The impact of this is evident in pupils' work which shows that gaps are beginning to be closed however, this needs to be embedded further so as to have the rapid impact on standards that is needed.

The quality of teaching in Religious Education is generally good with some evidence of outstanding practice. There is evidence that teaching over time has improved and any teaching requiring improvement has been addressed by the headteacher and the subject leader for Religious Education. As a consequence, most groups of pupils are now making good progress. Teachers have a good understanding of their pupils' capabilities and are able

to level their work accurately against national standards. Using this information to plan differentiated tasks for pupils is not consistently practised throughout the school and as a consequence, work set for pupils does not always meet their needs or challenge them appropriately. Where teaching is outstanding, lessons are well planned, there is a high expectation that pupils will achieve at the highest level and work is well tailored to the needs, interests and ability of the pupils. Pupils in these classes are involved in evaluating their own work. This outstanding practice should be regularly shared with the whole staff. Teachers do, on the whole, systematically check pupils' understanding throughout lessons and provide good oral feedback. Marking is used to inform pupils of their progress and in some cases also tells them how to improve their work. Time now needs to be given for pupils to respond to this feedback. The consistent use of 'driver words' and reference to the learning objectives in the marking would help pupils understand how further improvements can be made to their work.

The subject leader for Religious Education has been in post for just over one year. During this time, she has conducted a range of monitoring activities relating to outcomes and provision in Religious Education involving key partners including governors. She has a clear picture of the strengths and areas for development in the subject and has implemented a series of initiatives to improve the teaching and learning in Religious Education throughout the school. The impact of these initiatives is only just beginning to show in outcomes for pupils and needs further embedding. However, teachers have become more confident in the use of assessment strategies and can accurately level pupils' work against national standards. Standards in the subject are beginning to rise and pupils are becoming more aware of their own achievements and what to do to improve. The subject leader is well informed by current developments in Religious Education and demonstrates this through her firm leadership of the subject. Teachers have confidence in her ability to support their work and enthusiastically channel their talents to good effect. As a result, teaching is improving with no teaching that is inadequate and much that is good. Religious Education is generally well resourced in terms of staffing, resources capitation and curriculum time. It meets the requirements of the Bishops' Conference fully. Great effort has been placed into introducing the new 'Come and See' programme and ensuring that the curriculum interests, engages and stimulates pupils. Every effort is made to enable pupils to gain first-hand experience of the liturgical life of the Catholic Church and other faiths and beliefs.

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires improvement	The school is not yet a good Catholic school, it is not inadequate however, there are aspects that require improvement.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy. The school will receive a monitoring visit within twelve months.

