



St Mary's Catholic Primary School

Ayr Drive, Jarrow, Tyne and Wear, NE32 4AW

School Unique Reference Number: **108722**

Inspection dates:	11 – 12 July 2019
Lead inspector:	Barbara Reilly-O'Donnell

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Religious Education:		Outstanding	1
Collective Worship:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary's Catholic Primary School is an outstanding Catholic school because:

- St Mary's is an outstanding Catholic school where all members of the community are welcomed. The headteacher and senior leaders share their vision passionately and staff and pupils recognise their responsibility to contribute to the community of faith. The school's pastoral system is underpinned by caring relationships and as a result, pupils feel safe and valued.
- Religious Education is outstanding because school leaders are dogged in their determination to ensure that every pupil has outstanding learning opportunities. All staff are committed to providing effective lessons where pupils are highly motivated and engaged and where progress is closely monitored.
- The Catholic Life of the school is outstanding because the mission statement is at the heart of all work in the school and members of the community are given opportunities to grow in faith together. Acts of justice, kindness and conciliation are daily features of school life.
- Collective Worship is outstanding. Pupils respond to and enthusiastically participate in different forms of prayer and are able to plan and lead their own acts of worship with high levels of independence.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Mary's is a single form entry primary school serving the parishes of St Mary's, Jarrow; St Joseph's, Jarrow; St Matthew's, Jarrow and St Bede's, Jarrow.
- St Mary's joined Northern Saints Catholic Education Multi Academy Trust on 1 May 2019 and the headteacher and staff are currently supporting another Catholic primary school in the Trust.
- The proportion of children known to be eligible for Pupil Premium funding is above average.
- Almost all pupils are of white British heritage and there is a minority of baptised Roman Catholic children.
- The percentage of pupils with special educational needs is below average.
- The school has a nursery offering provision for two, three and four year olds. The school also offers wrap around care before and after school.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Religious Education by:
 - consistently providing tasks that challenge learners of all abilities.
 - developing learning experiences and resources that widen and deepen pupils' opportunities to attain age-related expectations.

- Further develop Catholic Life by:
 - refining the school self-evaluation process so that monitoring of the Catholic Life of the school informs development plans.

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 for 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.

- Pupils benefit greatly from the Catholic Life of the school and contribute fully to it. They have a strong sense of belonging and pride in the school and its Catholic mission. The school mission statement is familiar to pupils and they recognise that to 'Work, Play, Pray Together' underpins the work of the school.
- Pupils have a strong sense of their identity and they are confident in their own spiritual growth. One pupil stated, 'We are valued as God's children. We are special.' Pupils show deep respect for and celebrate the strengths of one another. They are confident and happy as a result of the outstanding pastoral support they receive.
- Pupils are highly respectful of Catholic traditions and willingly participate in school, parish and Diocesan events. Pupils spoke enthusiastically about MaryFest and they value the bonds between the school and parish.
- Pupils have a strong understanding of the needs of others and recognise their responsibility to act justly in support of the vulnerable. They are enthusiastic about their journey towards becoming a Rights Respecting school.
- Pupils joyfully take on areas of responsibility as Mini-Vinnies and school council members and speak proudly about their works of charity, including those for CAFOD, Hebburn Helps and Red Nose Day. They have a sense of their vocation and have great enthusiasm for sharing their gifts in the service of others.
- The behaviour of pupils is outstanding as a result of the support they receive from adults in school and the culture of mutual respect. The behaviour policy is built upon Gospel Values and pupils know they are cared for and well-supported. As a result, pupils thoroughly enjoy school and are eager to succeed. They feel safe and valued.

The quality of provision for the Catholic Life of the school is outstanding.

- The school mission statement is proudly displayed around school and pupils confidently share their understanding that their work, play and prayer is for the service and honour of God. This is skilfully integrated into all aspects of school life.
- Displays across the school are of a high-quality and the Catholic ethos of the school is clearly evident. There are sacred spaces available to pupils in all classrooms and other areas of the school and pupils value greatly the opportunities to use these for private reflection

during lessons as well as during playtimes.

- The school curriculum provides significant opportunities for the moral development of pupils. Even the youngest learners are challenged to think deeply about moral issues. For example, nursery pupils were observed discussing how fruit could be traded fairly.
- Staff value the school's mission and fully embrace it in their work. They value the support they receive from one another and treasure the opportunity to pray together as a staff on Friday mornings.
- There is a strong sense of community across the school and both parents and staff verbalise the importance of the community bonds. Positive relationships are a strong feature of the school and much time is invested in developing relationships. Parents feel welcome and governors are eager to promote cohesion, Catholic character and a culture of family'.
- Because school leaders value all members of staff, there is a designated leader for staff well-being. As a consequence, staff feel well-supported and valued. They are outstanding role models of mutual respect and forgiveness; the dignity of every human being is exemplified in the actions of staff.
- Policies and structures are in place to implement a meaningful and well-taught pastoral programme which reflects Catholic teachings and principles.
- Pupils value the ethos of forgiveness and welcome the opportunity to spend time with a member of staff as part of the school behaviour management strategy. One pupil commented, 'We are treated kindly, even when we do things wrong.'
- Pupils are given a wide range of opportunities which promote spiritual development. They have respect for the spiritual and faith development of others.
- Clergy are regular visitors to school and the partnerships between school, parish and home are highly valued.

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

- School leaders are deeply committed to the Catholic mission of the Church and inspire the whole school community. The Catholic Life of the school is prioritised by leaders at all levels.
- Leaders are an active presence in the school and know pupils well. They discern the experiences of pupils through informal monitoring and use this to shape school developments.
- The vice-chair of governors works with the Religious Education coordinator to monitor the Catholic Life of the school and as a result, opportunities for pupils to contribute to the Catholic mission of the Church through charitable acts are given high-priority. All governors ensure that the Catholic Life of the school is central.
- The monitoring of Catholic Life is not fully embedded in the evaluation of the school and therefore is not consistently reflected in the ongoing development plans.
- Staff meetings are used to evaluate the Catholic Life of the school and collaborative contributions to school development priorities are encouraged. As a result, all staff have a deep understanding of the Catholic mission and are fully committed to shaping and supporting it.

- Leaders ensure that staff development is prioritised and staff have been given the opportunity to complete programmes to develop their skills. As a result they have an enhanced understanding of the Catholic mission of the Church.
- Staff, pupils, governors and parents recognise that their contribution to the Catholic Life of the school is highly valued. Pastoral care is prioritised and pupils know that they are treated kindly and justly. They feel supported when they are in challenging circumstances and there is a deep sense of community.
- The school successfully engages with parents and carers and as a result, they are extremely supportive of the Catholic Life of the school. They value greatly the 'inclusivity' of the school.
- Leaders are highly ambitious for the Catholic Life of the school. Staff are inspired by the highly dedicated Religious Education coordinator who is passionate about the Catholic mission of the school. As a result, all members of the school community contribute fully.
- The school is fully committed to diocesan policies and initiatives.

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.

- Pupils enjoy Religious Education lessons and engage fully. Behaviour for learning is excellent because pupils are interested and motivated to learn. Tasks are selected to enthuse pupils and a wide range of resources are used to enhance lessons. Pupils are rarely off task.
- Overall, pupils progress well from their starting points, with many pupils making outstanding progress over time. Pupils identified as having special educational needs make good progress because of the quality of targeted support. School leaders have identified that boys attain less well than girls and have implemented measures to address this. Evidence presented by the school and inspection findings indicate that the gap is closing.
- Pupils are highly motivated as their successes are shared and celebrated.
- Because pupils are enabled to develop their religious literacy, they are able to use their knowledge and skills to reflect spiritually and to think theologically and ethically, relative to their age and level of their development.
- Pupils concentrate extremely well in lessons and they have a clear understanding of how to improve and what they need to do to be successful because they are given effective feedback. They respond exceptionally well to tasks.
- Pupils say that their lessons are interesting and fun. They enjoy opportunities to learn about World Faiths.
- Pupil attainment has improved significantly over the last five years as a result of the priority given to developing teaching and improving the learning experiences of pupils. Consequently, most pupils in year 2, year 4 and year 6 now attain or exceed diocesan averages.
- Pupils consistently have pride in their work, evidenced in well-presented books. They respond to feedback which contributes to enhanced learning.

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

- Teaching is never less than consistently good with some examples of outstanding teaching. In the best lessons, pupils are set challenging tasks that provide opportunities to think deeply. Pupils respond extremely positively to the high expectations of teachers and engage well. Teachers skilfully adapt their teaching in reaction to the responses of pupils.

- Teachers have high expectations of and high aspirations for their pupils.
- Teachers regularly assess the responses of pupils. As a consequence, planned tasks are well matched to the learning objective and enable pupils to work with independence. Verbal and written feedback is responded to and consequently promotes progress.
- Teachers have good subject knowledge and competently implement a range of teaching styles. Pupils are therefore inspired to learn and are eager to progress well.
- Individual and collaborative tasks are a feature of lessons, as a result pupils are highly motivated and remain engaged. Little time is wasted.
- Relationships between pupils and staff are a strength of the school and all staff intervene purposefully to improve learning. Support staff make very positive contributions to pupil progress.
- The school has piloted the use of Age Related Standards (3-19) in Religious Education, staff are consequently confident and competent in conducting assessments within the new framework. New staff are well supported to make accurate assessments.
- Teachers use diocesan planning templates and a diverse range of resources to plan creative lessons. Pupils are encouraged to foster a sense of curiosity and wonder and they respond enthusiastically.

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

- Leaders share a highly ambitious vision for Religious Education and have extremely high expectations of staff as well as pupils. They ensure that the RE curriculum fully meets the requirements of the Bishops' Conference and that the required time is consistently devoted to Religious Education.
- Leaders prioritise and invest in the formation and development of staff, ensuring that staff competency is given high priority in the development plans of the school.
- Because leaders have analysed performance and challenged inconsistencies in teaching and learning, outcomes have improved over time and are now consistently above diocesan averages.
- The Religious Education coordinator inspires colleagues to prepare motivating lessons which enable pupils to progress extremely well. Monitoring of lessons ensures that teaching is at least good and that outcomes for pupils are generally high.
- Religious Education lessons are varied and rich. Imaginative teaching across the school fosters engagement.
- Sacramental preparation is delivered well and supported effectively by parish catechists in accordance with diocesan policy.
- Leaders, including governors, evaluate Religious Education using evidence gathered during work scrutiny, lesson observations and discussions with pupils. They challenge actions and practices and take strategic action to improve outcomes in Religious Education.
- Summative assessments are conducted termly and progress is tracked by leaders to ensure that groups of learners make consistent progress over time. Leaders ensure that actions are taken to address the gaps in attainment between groups of learners.
- Governors are highly supportive but also recognise the need to challenge. They discharge their statutory and canonical duties effectively.

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

- Collective Worship is central to the life of school and pupils are enthusiastic about their contribution to Collective Worship. They sing extremely well and make thoughtful and prayerful responses. A sense of reverence pervades all acts of worship.
- Pupils confidently lead Collective Worship with high levels of enthusiasm. They plan acts of worship with degrees of independence appropriate to their age and stage of development. They are competent in planning and leading the four parts of liturgy, using a variety of traditional and contemporary approaches. Resources to support this are readily available. As a result, pupils participate prayerfully and enthusiastically in acts of Collective Worship.
- Pupils value the opportunity to lead Collective Worship, stating that when they do so they, 'feel honoured because it is a special job.'
- Pupils are respectful of religious symbols and artefacts. They are aware that religious beliefs are important, are courteous towards their own faith and also to the faith of others.
- Pupils enjoy sharing liturgies with their parents; pupils enjoy taking class prayer books and travelling cribs home. They talk knowledgeably and positively about the variety of prayer and liturgies they experience.
- Adults model the planning of and contribution to Collective Worship exceptionally well and this is evident when pupils lead their own acts of worship.
- Worship is prayerful and reflective.

The quality of provision for Collective Worship is outstanding.

- There is a clear policy for Collective Worship at St Mary's and as a result Collective Worship is a valuable, daily experience for all pupils and staff, whatever the faith background or prayer experience of individuals is. The contribution of all is celebrated.
- Collective Worship has a clear structure and purpose and is modelled well by the headteacher and other school leaders. Parents and the parish community value the opportunity to join pupils for acts of worship.
- The liturgical year and the Catholic mission of the school are reflected in the themes of Collective Worship. Staff have a thorough understanding of the pivotal place of Collective

Worship in the Catholic Life of the school.

- Because Collective Worship is given high priority and is resourced well, pupils, staff, parents and governors greatly value their worship experiences. Staff skilfully prepare pupils to plan and lead Collective Worship and as a result pupils' experiences of liturgy are of high quality.
- A rich variety of different forms of worship is evident and there are frequent opportunities for pupils and their families to access prayer stations based, for example, on the theme of the Year of Mary. These opportunities for prayer are well-supported by the school community.

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

- The headteacher and school leaders expertly plan and lead high quality Collective Worship based on themes linked to the liturgical year or to Gospel values. They model outstanding practice.
- Leaders use a range of prayer styles to promote inclusion; both contemporary and traditional prayers are valued. The school community engages exceptionally well in the prayer life of the school. Pupils are familiar with traditional rites and symbols and opportunities for reflection impact positively on the spiritual formation of all.
- The clergy of the parish are highly respected in school and they lead and support the development of worship. They recognise the strengths of the school and promote a partnership of school and parish Collective Worship.
- Leaders give priority to the professional development of staff so that they are well positioned to prepare pupils to plan and lead Collective Worship.
- Through self-evaluation, school leaders revised the school Collective Worship policy and now pupils are consistently equipped with the knowledge and skills to develop their own acts of worship with confidence, competency and independence.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

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CATHOLIC LIFE:

1

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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RELIGIOUS EDUCATION:

1

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

1

The quality of teaching and assessment in Religious Education.

1

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

1

COLLECTIVE WORSHIP:

1

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

1

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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SCHOOL DETAILS

School name	St Mary's Catholic Primary School
Unique reference number	108722
Local authority	South Tyneside
This Inspection Report is produced for the Rt Reverend Robert Byrne, the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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