



# St Mary's RC Primary School

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

School Unique Reference Number: **108722**

<b>Inspection dates:</b>	04– 05 December 2013
<b>Lead inspector:</b>	Mary Tate

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

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary's RC Primary School is a good Catholic school because:

- St Mary's is a good Catholic school. It is a very warm and welcoming community in which all share the headteacher's clear and passionate vision for the school. Caring relationships, a strong pastoral care system and the principles of Catholic education underpin the school's work as a community of faith and learning.
- The Catholic Life of the school is outstanding because the mission statement is at the heart of the work of the school and is clearly put into action each day by both staff and pupils, providing the whole community with opportunities to develop and grow in faith together.
- The quality of pupils' response to and participation in Collective Worship is good. They listen well, act reverently and are happy to take part in a variety of forms of worship.
- The quality of Religious Education is good. The areas for improvement from the last inspection have been addressed and the school is continuing to ensure that pupils make good progress through good teaching and frequent assessment.

**It is not yet outstanding because:**

- In Collective Worship pupils do not have enough opportunities to plan and prepare worship independently.
- Marking and feedback is not consistent between classes and does not give pupils time to improve their work after it has been marked by the teacher.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Mary's is an average-sized primary school serving the parish of St Mary's, Jarrow.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, forces children, and pupils known to be eligible for free school meals, is above average.
- The proportion of pupils supported through school action is average, but the proportion at school action plus, or with a statement of special educational needs, is below average.
- Most pupils are of White British heritage.
- There is provision for 'wrap around care' before and after school that children can attend, staffed by teaching assistants and managed by the governing body.
- The headteacher has begun a two year executive headship role, supporting another school in the Diocese.

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

- Improve the quality of teaching and learning by:
  - Ensuring that marking consistently provides information to pupils about how to improve their work and that pupils are given time to respond to improvement points.
- Improve the quality of Collective Worship by:
  - Providing opportunities for pupils to be involved more in leading, planning and preparation of Collective Worship in whole school and class based contexts appropriate to their age.

## 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 make an outstanding contribution to the Catholic Life of the school and gain considerable benefit from it. They are able to express their own beliefs with confidence and have a good understanding of how their faith impacts on their own lives and on others.
- They take full advantage of the many opportunities offered to them and can articulate how the school is helping them to become better people, explaining various fundraising projects such as CAFOD and the local hospice.
- Pupils have a deep sense of belonging and are rightly proud of their Catholic school. They thrive in pastoral care groups where older pupils support younger pupils across all aspects of school life.
- Pupils participate joyfully in a variety of events in school, in the parish and at diocesan level.
- Relationships within the school are very positive and pupils value the many opportunities that they are given. Pupils are at the centre of shaping the school's mission and ethos and play an active role both in Pastoral Care groups and in many roles such as prefects, school councillors and Head Boy and Girl.
- Pupil behaviour is underpinned by very good moral, social and cultural development. Pupils show great care and respect for one another.

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

- Provision for the Catholic Life of the school has the highest priority with the school's mission statement 'work, play, pray together' permeating throughout school ensuring that Christ is truly at the centre of all that takes place at St Mary's.
- Pupils, parents, staff and governors are supportive of the Catholic Life of the school and they feel the strength of the school to be a caring community where relationships lie at its centre.
- From the moment you enter St Mary's, it is apparent that this is a school truly committed to the Catholic tradition and ethos with vibrant displays and prayerful spaces.
- Clear policies and procedures are in place, which provide the highest levels of pastoral support to pupils.

- High expectations of behaviour are promoted by all staff and pupils alike.
- 'Ethos Statements' are displayed throughout the school and these are clearly used to help pupils to understand how to live in the way Jesus wants them to.

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

- The headteacher is a very positive presence around the school and together with the senior leadership team has a very clear understanding of Catholic education and the role of the Catholic school.
- The leadership and management team including the governing body have the highest expectations for the promotion and continuing development of the Catholic Life of the school.
- There is a firm belief from leaders and staff that the success of the school is built upon the strength of its Catholic Life and identity.
- The school is extremely successful in working with parents and carers and, in turn, they are extremely supportive of the school.
- There is a clear development plan for the Catholic Life of the school leading to well-targeted improvement.
- Governors discharge their statutory and canonical duties well. They are regular visitors to school as both class and link governors and are part of the decision making process. They are fully involved in the life of the school and are fully committed to ensuring that the Catholic ethos underpins all aspects of school life.
- Parents are fully supportive of the school and value the impact that the Catholic Life of the school has on their pupils.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

2

- 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 good.**

- Prayer is at the heart of the school community and is inclusive and reflective.
- There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' excellent behaviour and consideration for others.
- From the earliest age pupils act reverently and show respect when participating in acts of worship. They listen well and are happy to take part in Collective Worship, liturgies, Masses and assemblies.
- Pupils show respect for different faiths and are aware that religious beliefs are important.
- Pupils are developing a good understanding of the religious seasons, liturgical colours and feasts.
- Pupils know what constitutes the various elements of worship and are becoming increasingly skilled in using a variety of ways of praying, in the use of scripture, religious artefacts and hymns. They know many traditional prayers appropriate to their age.
- All of these contribute very positively to their spiritual and moral development which is outstanding.

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

- There is a clear policy for Collective Worship and the school uses a wide range of strategies to ensure that it is both regular and inclusive.
- There are many opportunities for staff and pupils to pray together in a variety of forms of worship and a regular rhythm of prayer is built into the daily life of the school.
- There is a range and variety of prayer and reflection opportunities provided, such as 'Examen' at the start of each afternoon, thus ensuring that prayer is at the heart of the school community.
- A prayer area in each classroom has a positive impact on the quality of prayer.
- The headteacher models and leads high quality Collective Worship and children enjoy taking part in whole school worship.
- Adults provide good role models for pupils and Collective Worship has a significant impact on their spiritual and moral development.

- There is a well-planned programme of Masses, liturgies and other liturgical celebrations appropriately matched to the pupils' stage of development.
- Parents, parishioners and governors are invited to share in various acts of Collective Worship, at key times and response is very positive.
- Staff are skilled in planning and leading worship and encourage pupils to lead and to write their own prayers. However, the skill they have developed in planning and leading liturgy has not yet fully impacted on pupils' ability to independently plan and lead worship.
- Pupils participate in the school and parish linked sacramental preparation programme which has a positive impact upon their on-going spiritual development.

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

- Leaders and managers have excellent knowledge of how to plan and deliver quality experiences of Collective Worship and have shared this with staff and pupils.
- Leaders regularly review Collective Worship throughout the school. They are keen to collate the views of pupils and parents and quick to respond in a thorough way.
- Opportunities are provided for the staff to pray and reflect together and the response to this is excellent.
- Very good strategies are in place to monitor many aspects of school life including Collective Worship and as a result the quality of Collective Worship continues to improve and enrich the school community. Continual professional development is promoted for all staff, reflecting the high priority attached to it. The school has a strong track record of staff undertaking the Diocesan Certificate in Religious Studies training. Continual improvement is at the heart of the leaders' vision to ensure outstanding Collective Worship for all.
- Sacramental preparation is well embedded and in line with Diocesan policy. The school works effectively with the parish to deliver the Sacramental programme.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2
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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 good.**

- Pupils demonstrate good levels of engagement and positive attitudes to their learning.
- Pupils start school with knowledge and skills typically below those expected for their age. They generally make good progress in their learning as they journey through school. Outcomes are good overall.
- Inspection findings and evidence presented by school show no noticeable difference between groups of pupils.
- Pupils want to do their best and are rarely off task; therefore behaviour for learning is outstanding.
- Pupils take pride in their work. They acquire knowledge, understanding and skills appropriate to their age as well as developing their ability to reflect on meaning.
- They understand Religious Education is a core lesson and its importance in the life of the school.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

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

- Teaching is good with some outstanding elements. The school shares good practice effectively to ensure continual improvement and consistency.
- Teachers use diocesan plans and guidance to good effect and teacher knowledge is good.
- Presentation of written work is of a high standard and pupils' work books reflect a creative approach to Religious Education which is a strength of the school.
- There is evidence in some classes of pupils using 'I can' statements and good practice in pupils' self-assessment but this is not consistent across the school.
- There is a tracking system in place; however this is not used effectively to match work to pupils' ability. The school uses in-house moderation to improve teacher confidence with levelling work.
- Marking is generally positive and supportive, however guidance, feedback and marking to



move learning on are not used consistently and systems to allow pupils to respond are not effective in all classes.

- Best practice shows work being differentiated to meet the needs of individual pupils. This is not yet consistent across the school nor is it yet fully embedded in all classes.

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

- The headteacher as Religious Education coordinator along with the deputy headteacher provide strong and highly effective leadership in Religious Education that ensures that all pupils achieve well.
- An established range of monitoring activities relating to provision and outcomes in Religious Education is well established and this has enabled the leadership team to have an accurate awareness of the areas for development.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school contributing very effectively to the pupils' spiritual and moral development.
- The governing body discharge their statutory and canonical duties well. The link governor for Religious Education is very well informed and knowledgeable about the school's strengths and further areas for development. Governors are regular visitors into school and provide appropriate challenge to the headteacher and senior leadership team.
- The school works effectively with a range of partners to increase the range and quality of opportunities for pupils which they embrace enthusiastically.
- Sacramental preparation is given high priority by the headteacher and governors and follows diocesan guidance and policy.

## SUMMARY OF INSPECTION JUDGEMENTS

### HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

**2**

### CATHOLIC LIFE:

**1**

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

1

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

1

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

1

### COLLECTIVE WORSHIP:

**2**

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

2

The quality of provision for Collective Worship.

1

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

1

### RELIGIOUS EDUCATION:

**2**

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

2

The quality of teaching and assessment in Religious Education.

2

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

1

**SCHOOL DETAILS**

<b>School name</b>	St Mary's RC Primary School
<b>Unique reference number</b>	108722
<b>Local authority</b>	South Tyneside
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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