

Catholic Schools Inspectorate inspection report for

St Mary's Catholic Primary School

URN: 147244

Carried out on behalf of the Right Rev. Terence Patrick Draine, Bishop of Middlesbrough on:

Date: 06 July 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

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

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Partially

Summary of key findings

What the school does well

St Mary's is a very welcoming and highly inclusive community with a strong Catholic ethos and mission at its centre.

The executive head, Catholic life lead and religious subject lead are a robust leadership team who are joyful in driving the vision and mission of the school.

The pastoral care and support given to all pupils, including those with additional needs is exceptional.

The behaviour and attitudes of pupils in supervised and unsupervised activities is excellent. Pupils frequently show acts of spontaneous kindness towards each other.

The formation of the Chaplaincy team and especially the use of the junior chaplains to promote prayer and faith in action is of great benefit to the whole school community.

What the school needs to improve:

- Involve all stakeholders in a rigorous evaluation and monitoring cycle of Catholic life, Religious Education and Collective worship.
- Provide a clear structured approach to Catholic Social teaching.
- Develop opportunities for pupils to demonstrate and express a deeper understanding of their learning.

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:.....

1

Pupil outcomes

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

2

Provision

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

1

Leadership

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

1

The executive head teacher, supported by the Religious Education subject leader and the Catholic life lead, has created a vibrant and flourishing faith community. The well-established mission statement "Together we journey with Jesus, inspiring each other to learn" is reviewed each year to ensure it is still relevant to the school community. All pupils and staff refer to it regularly and it is at the heart of everything the school does. The Catholic ethos of the school is obvious from the moment you enter the building. Displays, inspiring scripture quotes and creatively designed prayer areas are everywhere, embracing everyone with the spirit and word of God. Central to the school's Catholic character is its inclusivity. Parents greatly value this, as one parent commented, 'St Mary's is an exceptional Catholic school, because of the diverse range of children and needs they now provide for, its loving Catholic ethos is throughout the school and is at the centre of all it does.' While another parent said, 'It was wonderful how we were introduced to the whole school community.' Parents feel involved with all aspects of the Catholic life of the school and acknowledge that 'we are all part of St Mary's family.' All staff are positive role models in their relationships with each other and the pupils in their care.

From their earliest years pupils know that they are special in God's eyes. All pupils are confident, happy and feel secure. Pupils show a deep respect for one another, and this is particularly evident in the many spontaneous acts of kindness seen in interactions that take place in lessons and around the school. Behaviour at all times is of a very high standard. Chaplaincy is well planned and provides a range of well-prepared and effective opportunities for the spiritual and moral development of pupils and staff. The junior chaplains are confident and they conscientiously carry out their role and as one parent commented 'they inspire so many other children as they "journey with Jesus." They enthusiastically lead a chaplaincy book club for the younger children. They are rightly proud of their commissioning by the Trust. All pupils know about other faiths and show respect. Pupils are aware of those in need within their local community, nationally and globally. They regularly include these

causes in their own prayers, for example praying for the people of Ukraine and Russia. Some fundraising events are well established, such as Cafod and Mission Together. Others are chosen annually, responding to situations in the news or as they affect individuals within the community such as Motor Neurone Disease.

The link between school and parish was weakened by the Covid lockdown. Pupils appreciate school visits by their parish priest. School leaders acknowledged the importance of improving this partnership. The reintroduction of parish/school tea and chat, as well as parishioner involvement in the chaplaincy team, are positive signs of renewal. The school can build on this now and promote the celebration of the sacraments in school as well as in the church. Pupils have a simple understanding of Catholic Social Teaching; the school requires a structured approach which will allow the pupils to develop deeper understanding. Senior leaders and governors give witness to the Church's mission as guardians of the Catholic life and mission of the school. Leaders and governors, view this as a core responsibility and as the thread that runs throughout the school. Leaders and the newly reformed local school board work in partnership with the diocese. The school is well supported by St Cuthbert Roman Catholic academy trust (SCRCAT). Staff members speak highly of senior leaders and of the pastoral care they demonstrate.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

1

Pupils make good progress in religious education as they move through the school. This includes pupils with additional needs. Pupils clearly enjoy learning and talk about their religious lessons with enthusiasm. Pupils in the younger classes are given a firm foundation and can explain how Jesus helps them in their daily lives. For example, a Key Stage 1 child commented that 'Jesus wants us to be a good neighbour.' This was later linked by other Key Stage 1 children to Grace Darling rescuing sailors. Pupils know how their learning in religious education lessons helps them to think ethically: Key Stage 2 children reflecting on Fratelli Tutti understand that small actions such as reducing personal use of plastic can cause positive change for other children around the world. Work in the pupils' books is of a good standard and progress over time can be seen. Pupils work with pride and interest on a variety of creative and written tasks although extended pieces of writing are infrequent and there is an over reliance on worksheets. Behaviour for learning is good, pupils are confident in their oral answers and all pupils remain focused in lessons. All teaching is consistently good. Most pupils understand marking and assessment but some pupils were unable to articulate how they could improve their learning. Pupils reach standards in religious education which are comparable with those achieved in other core subjects. Pupils benefit greatly from the support of the teaching assistants.

Teachers are confident in their subject knowledge: they demonstrate clear enthusiasm for their teaching of religious education. However, the lack of opportunities for extended writing impacts on pupil's ability to demonstrate their knowledge and understanding. All teachers ensure that pupils with additional needs are fully included in every aspect of the lesson. They are ably supported by their teaching assistants whose professionalism enhances learning for all the class. Teachers make lessons engaging: in one lesson on stewardship the focus was on oracy for advocacy. The teacher's skilful questioning enabled pupils to reflect on scripture and stewardship. As one child said, 'We have ignored God's instruction.' The lesson concluded with pupils writing their own prayers of hope. One child's prayer asked God 'to protect Ukraine and guide the minds of Russia to the path of peace.'

The school complements the Come and See scheme with other resources, such as Ten: Ten Statements to Live by and CAFOD providing pupils with a well-structured and balanced RE curriculum. Pupils' achievements are celebrated in school through a system of stickers, merits, house tokens as well as the celebratory 'sharing assembly' every Friday.

All leaders ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory (RED). It is comparable to other core subjects in terms of professional development, resourcing, timetabling and staffing. The religious education leader, well supported by the executive head teacher, is totally committed to her role and has a clear vision for religious education. All pupils are taught in mixed-age classes and the religious education leader has carefully developed sequential long-term plans in the Come and See scheme. She has ensured that religious education topics links to the wider curriculum. For example, in a lesson on stewardship, links were made to Maths. Staff welcome support from the religious leader and the executive head teacher. The senior leadership team regularly monitor and evaluate teaching and learning, books and standards, making changes and improvements as needed. They attend diocesan and Trust meetings which include moderation of work. Professional development opportunities are valued by staff and are accessed enthusiastically by them: a member of staff completed the Bishop's Certificate and this impacts on the work in school.

Collective worship

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

Collective worship key judgement grade:.....

1

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

1

Leadership

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

1



All pupils, including the youngest, are very reverent and engage in prayer with sincerity and respect. The senior leadership team have fully embedded the prayer and liturgy policy and all staff follow it consistently. Each classroom has an age-appropriate designated prayer space. These are focal points for the pupils with many displaying handwritten prayers by the pupils. Pupils supported by staff also use displays imaginatively around school, creating "journey" spaces for prayer. The recently formed junior chaplains conscientiously carry out their role of spreading God's word in prayer and liturgy. Lectio Divina was confidently planned by junior chaplains who provided their peers with a creative, reverent reflection on Jesus calming the sea. Upper key stage pupils confidently prepare creative and well-constructed classroom-based worship for their peers using scripture, symbols, reflection, and liturgical music. Key Stage 2 pupils routinely write their own prayers, thoughtfully including national and global events from the news. Pupils can explain how prayer impacts their everyday lives. For example, the youngest children could link the scripture reading of, 'Peace I leave you, peace I give you' to their relationships with others. Pupils know the liturgical cycle and that the Church uses colours to show the different times of the year. They know there are times of the year when specific prayers and services are appropriate, for example, the Stations of the Cross during Lent. Pupil's views are not embedded into the schools monitoring cycle.

The prayer and liturgy policy puts prayer at the centre of school life. Pupils experience throughout the day the daily rhythm of the prayers of the Church. The Chaplaincy team composed of Catholic life leader, parishioners and junior chaplains, effectively plan the liturgical year and ensure that holy days of obligation and other significant times are acknowledged with the celebration of the Mass. The Catholic life lead provides training for all staff so that all are competent at planning inclusive worship so all pupils develop reverence and engagement in prayer. The pupils like to share this

knowledge with their parents. Parents feel fully involved with the Catholic life of the school and attend parish Masses, class assemblies, and Christmas and Easter liturgies. Resourcing is given a high priority by leaders. There is an internal prayer room which is used by all stakeholders for private and small group prayer, for example the rosary group and the junior chaplaincy book club. The junior chaplains and lower key stage 2 children are renovating the outdoor prayer garden so that pupils can make greater use of the facility.

Staff are very aware of the needs of individual pupils and plan thoughtfully how all pupils can access worship with reverence. The executive head and religious education leader engage well with the diocese and the trust. Governors are involved in the monitoring of prayer and liturgy but the necessary rigour of the monitoring cycle is not embedded. All staff are fully committed to the Catholic prayer life of the school. Teachers are excellent role models for pupils in their participation and leadership of prayer. Teachers model for the youngest children, so that as they progress through the school, pupils confidently take a greater role in planning and delivering worship. From the earliest years children are taught the traditions of the church in an age-appropriate way: the very youngest children are taught how to make the sign of the cross in song. Teachers and support staff welcome the support and the training they receive from the leadership team and trust. All new members of staff receive a structured Catholic induction programme which they value; due to this all staff understand the importance of prayer and liturgy in St Mary's. The views of pupils about worship are frequently sought, informally, by the leadership team.

Information about the school

Full name of school	St Mary's Catholic Primary School
School unique reference number (URN)	147244
Full postal address of the school	Sancton Road Market Weighton East Riding of Yorkshire YO43 3DB
School phone number	01430 872330
Name of head teacher or principal	Ms Julie Sutherland -Executive Headteacher
Chair of governing board	Ms Denise Sleights
School Website	https://mwsmschool.co.uk
Multi-academy trust or company (if applicable)	St Cuthbert's Roman Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese of Middlesbrough
Gender of pupils	Mixed
Date of last denominational inspection	May 2018
Previous denominational inspection grade	2 - Good

The inspection team.

Angela Phillips

Lead inspector

Dermot O'Neill

Team inspector

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