

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST MARY'S CATHOLIC PRIMARY SCHOOL

BAFFAM LANE, SELBY

School URN

815 3373

School DfE Number

3373

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Chair of Governors

Mrs. Helen Utting

Headteacher

Mrs. Cecilia Knight

RE Subject Leader

Cecilia Knight and Fiona Robertson

Date of Inspection

Tuesday, 15<sup>th</sup> February, 2011.

Section 48 Inspector/s

Mrs. Janet Hutton and Mrs. Linda Brown

## **INTRODUCTION**

The Inspection of St Mary's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self - evaluation. The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## **INFORMATION ABOUT THE SCHOOL**

As a Catholic school St Mary's serves a variety of different wards and communities. Attainment on entry is mixed and as a result end of key stage results are mixed. Approximately 36% of pupils are from areas that are roughly in line with national averages for high social class households but another 36% of the children come from very low areas of social class as Selby is one of the top 10% of deprived areas in the country. Raise on Line shows the school deprivation indicator is roughly in line with national averages but this is not a true reflection of all the pupils. The school has almost doubled the national averages for statements and there are currently 21% of pupils with SEN. This has had a significant impact on attainment at the end of Key Stage 2, especially as 25% of these pupils with SEN are new into Key Stage 2.

There is a population of 9% of ethnic minority and 8% with English as an additional language. This has almost doubled in the last couple of years (Raise on Line). There has been a rise in pupils from Eastern European families and other countries, which has impacted on the school population. Currently pupils identified as being other than White British is 9% and although this is below national averages, it has almost doubled from previous years.

Evidence shows that pupils who start in the school in Reception make good progress at the end of Key Stage 2, based on their starting points, but many late starters do less well or come into school much lower than average starting points, which has some impact on targets. Mobility is also seeing an increase. Clear and effective tracking and target setting for all groups of learners will aim to identify additional needs sooner. The school ensures that pupils who have entered late into school are tracked carefully and, depending on the age of the child, support them through a 'buddy' system.

The school feeds mainly into Holy Family Catholic High School, Carlton but other parents choose other local schools too. St Mary's has extended provision for children before and after school.

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

## OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

## OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

## CAPACITY FOR SUSTAINED IMPROVEMENT

2

### Main findings

St Mary's school has a very strong Catholic ethos and has established good links with the parish, parents and the increasingly diverse local community. There are very positive relationships within and beyond the school. Parents and governors are extremely proud and supportive of their school and its strong Catholicity and tradition. Outcomes for pupils and the provision for Catholic Education is judged to be mainly good.

The provision of Catholic education at St Mary's is good with some outstanding features. The continuing growth and development of this community is truly lived out, by 'Loving, Laughing and Learning in the Light of the Lord.' This statement is testimony to the strong focus of the school's Catholic mission. This living mission is built on the solid foundations of effective, secure and lasting relationships shared among governors, staff, parents, pupils and parishioners. Each and every member of the school community is valued highly.

Since the last Religious Education Inspection there has been a small improvement towards establishing and maintaining rigorous and effective systems for monitoring and evaluating the impact of all initiatives relating to the school's Catholic life and RE but these still need to be given a much higher profile within the School Improvement Plan with a more comprehensive RE Action Plan incorporated within it.

The school has experienced many changes in leadership over recent times but the current governing body, recently appointed acting head teacher and experienced assistant head have now clearly identified the key actions which need to be taken to move the school forward and possess the skills, expertise, enthusiasm and determination to achieve successful outcomes in whole school vision and practice.

Most pupils make expected progress in RE, given their starting points. Pupil behaviour is exemplary and they are highly considerate of each other. They make a positive contribution to a wonderful school community where everyone is respected and feel safe and valued. Pupils, parents and families make positive contributions to the wider local and parish community with fundraising activities for Comic Relief, CAFOD, Children in Need, The Good Shepherd, singing at the local hospital and The Thursday Group, as well as the international community with Global Awareness Week.

Where the quality of teaching in RE is good the pace is lively and stimulating, pupils are challenged and benefit from a wide variety of teaching styles. This was evident in the Foundation Unit where all of the Early Learning Goals were imaginatively linked to the Marriage Feast at Cana. In other lessons, where the teaching is satisfactory, teaching is not as interactive and pupils do not make the necessary progress.

A consistent whole school approach is needed for teaching, monitoring and assessing progress in RE, with work scrutiny carried out regularly and systematic evaluation shared effectively with all staff. The school has worked hard to develop Collective Worship over a period of time and all pupils are highly involved in its preparation and delivery.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

- RE to be given a much higher profile and to be clearly identified as a priority within the School Improvement Plan with clear timing and targets for future development.
- Develop the action plan for Religious Education, giving a clear indication of how the subject will be effectively monitored against specific success criteria for pupil progress, assessment and target setting.
- Provide opportunities for regular quality feedback to inform governors and RE subject leader/head teacher as to pupil attainment and progress. This should be the catalyst for the formation of an ongoing and rigorous monitoring cycle for RE which will effectively raise the profile of RE in line with other core subjects.
- Staff training should continue to be a priority for the school leadership, linking with other Catholic schools to share best practice when implementing the new RE scheme recommended by the Diocese to improve consistency in the teaching, assessment and tracking of pupil progress in RE.
- Improve standards of pupil progress and attainment in RE by establishing and maintaining a rigorous pupil data tracking system, as effective as that in Literacy and Numeracy, identifying sub levels of progress for all pupils.

## PUPILS

**How good outcomes are for pupils, taking particular account of variations between different groups.**

**2**

Many pupils make expected progress in RE, given their starting points. However, there are insufficient numbers of pupils achieving level 3 in Key Stage 1 and level 5 in Key Stage 2 compared to other core subjects. Self-assessment is now being encouraged and clear systems are in place for pupils to know what they could, should and would be doing. Pupils with SEN are carefully and sensitively supported to make good progress.

Pupil behaviour is exemplary with excellent use of 'Parable Week' to support pupil learning and understanding about how they should behave themselves and how to treat others. There is a caring and nurturing atmosphere throughout the school, with older pupils 'buddying' younger ones. Pupils listen well in lessons, impacting positively on their progress and the achievement of learning objectives.

Their spiritual, moral, social and cultural development is very good. All live out the Mission Statement, 'Loving, Laughing and Learning in the Light of the Lord.' The local community is invited into the school for a range of liturgies and special events. They are made to feel very welcome. As the Parish Priest said, "I get a lift when I come in here," reflecting the views of many. The weekly 'Circle Times', following the 'Ethos Statements' from the Diocese, reinforce the Gospel messages, enabling the pupils to have a good understanding of right and wrong.

Pupils benefit from the well organized school and parish Masses and liturgies throughout the liturgical year. Pupils are given a range of opportunities to take a full part in Collective Worship in school, where they act with reverence at all times. They sing joyfully and reflect quietly. This was particularly evident in the beautiful Key Stage 1 Collective Worship. Older pupils plan, lead and deliver class and whole school worship with confidence and knowledge.

*These are the grades for pupils' outcomes*

<b>How well pupils achieve and enjoy their learning in Religious Education.</b>	<b>3</b>
Taking into account:	
• the quality of pupils' learning and their progress	3
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils' attainment in Religious Education	3
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>2</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>

## PROVISION

### How effective the provision is for Catholic education.

2

The liturgical life of the school is a central focus, as it promotes the sense of Mission, with a wide range of experiences through the Gospels, Scriptures and Bible Stories, with an emphasis on the use of the Parable Week, Ethos Statements and CAFOD materials.

The Catholic ethos is integral to the life of the school, effectively supported by the implementation of the new Diocesan RE scheme of work 'The Way, the Truth and the Life', throughout the school. This should lead to a more consistent approach to the teaching of RE and enhance pupil progress. Support provided by the non-teaching staff in the school is well focused and makes a significant contribution to the quality of learning, as particularly evidenced in the Reception Class.

Where the quality of teaching in Religious Education is good, pupils are challenged and benefit from a variety of teaching and learning styles in well paced lessons. However, where the teaching is satisfactory pupils are not as actively involved in their learning, lessons are too slowly paced and activities not explained clearly to pupils.

Marking and feedback is inconsistent. A whole school approach is required, with work scrutiny carried out regularly and evaluation shared with staff. School is completing regular assessment in RE but this needs to be moderated more frequently to ensure accuracy of leveling, particularly sub levels. RE assessment data is inconsistent and not used effectively to track pupil progress and there is a lack of evidence of attainment trends over time. There are insufficient Level 3s achieved in KS1 and Level 5s in KS2. Foundation Stage need to begin to use the RE baseline assessments to enable progress to be demonstrated as pupils move through the school.

Inclusion of all learners is a central goal based on its belief that all are created in the image of God, and this is effectively proved throughout school.

Circle time makes an important contribution to the RE curriculum for all pupils and is often used effectively as part of Collective Worship. In Year 6 the focus was on co-operation and a range of imaginative activities were used to make pupils aware of why we need to co-operate with each other. Circle Time and the ethos statements are embedded into the life of the school and have a positive impact on pupils' learning and understanding of their roles and responsibilities within school and the wider community.

There are good resources available for teaching other faiths and the school makes excellent use of the wider school community to encourage visitors from different faiths and backgrounds into school to enhance pupil knowledge and understanding.

Pupils regularly take part in parish Masses and different liturgical celebrations throughout the year. Where pupils are allowed to plan and lead Collective Worship, this impacts highly on their spiritual development. Pupils join in with the parish community in church and parents and families are regularly invited to share in a range of Collective Worship in school. The Family Masses are very well attended and regarded in high esteem by parish, parents and pupils, both present and past.

Collective Worship at St Mary's is good with outstanding features. Pupils are very confident in preparing, leading and participating in vibrant acts of Collective Worship. All acts of worship engage pupils' interest and inspire deep thought and reflective responses

in both class based and whole school worship. Pupils are keen to lead and participate in worship whilst displaying reverent behaviour and respectfulness at all times, from the youngest pupils to the oldest.

Throughout all liturgies there is a calm, spiritual atmosphere and creative use is made of music and Scripture to successfully develop the Catholic life of the school. This was particularly evidenced in the wonderfully moving whole school worship, led by the Year 6 pupils and the Parish Priest when pupils brought the school mission statement to life of 'Loving, Laughing and Learning in the Light of the Lord'.

The Year One Liturgy led by the Assistant Head was created within a peaceful setting where pupils were given the opportunity to experience a range of types of prayer and celebration using an excellent focal point which was aimed at the appropriate level of understanding for very young children.

*These are the grades for the quality of provision*

<b>The quality of teaching in Religious Education.</b>	<b>3</b>
<b>The use of assessment to support learning in Religious Education.</b>	<b>3</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>2</b>

## **LEADERS AND MANAGERS**

**How effective leaders and managers are in developing the Catholic life of the School.**

**3**

The school has experienced many changes in leadership over the recent past. However, the school has maintained its strong Catholic ethos, which "oozes" out of the walls when you enter the school. Throughout these changes the leadership and management of the school has worked incredibly hard to sustain this ethos and mission. In order to progress and to share and highlight the clear Catholic vision, the school improvement plan needs to more overtly address the Catholic Life and RE priorities for the school.

Planning in RE is generally good, identifying pupil needs and providing clear success criteria, but school needs to establish a more consistent and collaborative system with regular evaluation and structured monitoring. The implementation of 'The Way, the Truth and the Life' will assist in this.

The Parish Priest is fully committed to promoting, enhancing and monitoring the Catholic life of the school and is a regular and popular visitor, taking part in and leading liturgies. The pupils welcome him warmly, as do the parents. He is aware that the school now requires stability of leadership and is clear about priorities for the school, as well as perceived weaknesses which need to be addressed. The experienced and highly knowledgeable Assistant Head teacher has also recently taken over subject leadership in RE and has an extremely clear insight as to what is necessary to move the school forward.

Governance of the school , lead by an excellent and experienced Chair, is outstanding and has been pivotal in maintaining stability within the school during times of change of leadership. The recent appointment of the new RE governor has further enhanced and strengthened governance. Governors clearly know the strengths and areas for development of the school and the challenges it faces and have been exceptionally proactive and brave in appointments and difficult decisions they have made to establish continuity and stability. They are also not afraid to challenge where necessary in the best interests of the school and can speak knowledgeably and with authority about all aspects of school life. The Governors of St Mary's have a clear vision for the school and as a critical friend are not afraid to question what goes on in school.

Activities to promote partnership are effectively planned and relate well to global links as well as local community and national interests. There are very strong links with the local high school and also opportunities for joint INSET with local Catholic schools.

As part of the distinctive identity of the Catholic school, the inclusion of all pupils is a central part of the mission of the school. The school regularly supports pupils in learning about and supporting a range of charities and fund-raising locally, nationally and globally. The School Council is very proud of their association with a community in Rwanda. The children received a carved statue as a thank gift for their donations from the community and this is displayed in a prominent position in the school and used as a focal point in assembly.

The school is actively developing its partnership with outside agencies in the local community to effectively support vulnerable parents and pupils, as evidenced by the strong liaison which is now taking place with the Parent Support Advisor, responding to the new and changing needs of the school community and removing barriers to learning for all pupils.

*These are the grades for leadership and management*

<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.</b>	<b>3</b>
<b>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.</b>	<b>3</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>1</b>
<b>How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.</b>	<b>3</b>
<b>How effectively leaders and managers promote Community Cohesion.</b>	<b>2</b>