

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

St Malachy's Catholic Primary School
Furness Place
Illingworth
Halifax
HX2 8JY

School URN	107545
School DfE Number	3813306
E-mail address	head@st-malachys.calderdale.sch.uk
Chair of Governors	Fr. Peter Nealon
Headteacher	Mrs Annie McNally
RE Subject Leader	Mrs Claire Cade
Date of Inspection	13 th -14 th November 2013
Section 48 Inspectors	Mrs Kath Spillane/ Mrs Madeleine Bannister

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good school.

- Since the last inspection there has been a sustained period of instability. The school has a headteacher who has established her expectations and aspirations in the school. She has made a substantial impact on all aspects of school life since her appointment in September 2012 and has initiated significant changes here which are part of a very clear vision, shared and articulated with all leaders and managers, as well as the staff and parents of the school.
- The headteacher and the RE coordinator have formed a very effective partnership with a very clear view of the strengths and areas to develop in the school and are determined to make provision in the school outstanding.
- The Parish Priest is a regular visitor to the school and takes a keen interest in all aspects of school life in his role as Parish Priest and Chair of Governors. He appreciates the work of the school and its impact on the community and enjoys the part he plays in the lives of the children.
- The RE coordinator is committed to ensuring that the Catholic Life of the school and achievement in RE continues to improve. She has a clear plan for development and is determined that progress towards outstanding is accelerated.
- The school is in an area of significant disadvantage, being in the 20% most deprived areas of the UK, and it is a credit to all staff that the children's wellbeing, and their academic and spiritual growth, are key to all who work in the school. The staff recognise and understand how vitally important they are to the lives of the children.
- Parents' views are sought regularly and their involvement in the school has increased significantly. Communication has improved and parents are appreciative of regular opportunities to speak to staff and the shared information which is available through regular newsletters.

- In the best lessons, work is planned and differentiated to meet the needs of all the pupils, with additional classroom staff providing targeted support to those who have special needs.
- At St Malachy's, pupils take part enthusiastically and with reverence in Collective Worship and are now beginning to develop their skills in planning and preparing their own forms of worship.
- Pupils have a good understanding of right and wrong and treat others with a high level of respect. They are very confident and ready to express their own views and know that they are in a safe and secure environment where their voices are heard.

What the school needs to do to improve further.

- To continue to improve the quality of teaching and learning, in order to ensure consistency throughout the school by providing challenge for the most able pupils.
- Ensure that Collective Worship is of a consistently high standard throughout the school, which involves the children in planning and delivery.
- Further develop and embed assessment procedures.
- To encourage governors to take a more active role in the school self evaluation process.

Information about this inspection

The Inspection of St Malachy'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 Diocesan Administrator 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 and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspection took place over a 1½ day period. Seven RE lessons were observed together with three acts of Collective Worship and one Circle Time. Meetings were held with the Headteacher, RE Coordinator, Parish Priest/Chair of Governors, Local Authority governor, staff, parents and School Council. A comprehensive sample of evidence of the Catholic Life of the School was made available, including parental questionnaires, newsletters and photographic evidence. Evidence of monitoring and evaluation was submitted, together with the RE Coordinator's files and samples of pupils' work. Headteachers' reports to the Governing body and minutes of governing body meetings were also scrutinised. The quality of the school's learning environment, RE resources and the quality of RE displays, both in the classrooms and in public areas, was also noted.

The inspector reviewed in detail the following aspects:

- How good the outcomes are for pupils and groups of pupils within St Malachy's.
- The quality of teaching and purposeful learning in RE.
- The extent to which pupils actively contribute to, and benefit from, the Catholic Life of the school.
- The quality of Collective Worship.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic Education at St Malachy's.

Information about this school

- St Malachy's is an average sized primary school with 206 children on roll.
- The majority of children are white British but the numbers of children with EAL has more than doubled over the past four years.
- The school is in an area of significant socio-economic deprivation, with 31% receiving FSM.
- There are strong links with the parish of St Malachy's, with 40% of children being baptised Catholics.
- A higher than average number of children have special educational needs (16%).
- The headteacher took up post in September 2012, and the majority of teaching staff are new to the school in the past 3 years.
- The school holds a variety of awards including Basic Skills Quality Mark 3 and Healthy Schools.
- The school employs two Learning Mentors and has a member of Catholic Care working in the school one day each week.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school's Collective Worship.	2

- The Headteacher, Chair of Governors and the RE Coordinator have a very clear view of the strengths and areas to develop in the school.
- Pupils have a good understanding of right and wrong and making the correct choices. They are very confident and ready to express their own views, and know that they are in a safe and secure environment where each person is respected. They understand how to make others feel secure in the school, and commented about how as new children they were soon inducted into the school and felt safe and welcome. They know that there are members of staff who they can turn when needed and know that they are listened to and have a voice in the school.
- Pupils are considerate to others and caring to anyone in apparent need, especially those in need beyond the school. They are involved in fundraising and enjoy supporting those in need within the local and wider community.
- The school has links with a number of schools which contributes to the achievement and well-being of pupils. These activities enable the pupils to link with pupils from different cultures and backgrounds and encourage respect of differences.
- Work on other World faiths is planned within the curriculum where appropriate; pupils particularly enjoy their visits to a number of different places of worship. Planning for progression would enable the pupils to build on previous learning and deepen their knowledge and understanding of other faiths and cultures.

- Pupils generally come into the school at a very low level of achievement and experience, but the teaching in RE ensures most pupils make good progress and enables the majority to achieve age related expectations, with some achieving in excess of these expectations. The standards and progress have been inconsistent, however, senior management are confident that the strategies which have recently been introduced, will resolve this issue of inconsistency; this is likely to produce very high standards of achievement throughout the school and produce outstanding outcomes for the pupils.
- Pupils are very reverent in Collective Worship, all join in with prayers and sing praises joyfully.
- Pupils have opportunities to pray together and write their own prayers on 'Wonder Walls' in each classroom. There are also opportunities to develop faith within the homes, with children taking home the 'Wednesday Word' each week and the 'Travelling Cribs' during Advent.

The provision for Catholic Education is good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	2

- The majority of teaching is good and enables pupils to make good progress as learners. Support by additional adults is effective and their skills are successfully deployed to help pupils engage and access the curriculum, particularly those with special educational needs.
- The assessment of RE is beginning to provide teachers with information which is used to personalise pupils learning. In the best learning, children are very aware of their levels in which they are working and the next steps they need to take to improve.
- There is a programme of monitoring and evaluation in the school, which includes RE. Moderation of RE is part of the schools self-evaluation process and ensures consistency of expectations and standards throughout the school. The RE Coordinator plans to develop a portfolio of assessed work to ensure consistency of judgements across all key stages.
- There are good opportunities for spiritual and moral development and extensive ranges of extra curricular activities, which are much enjoyed and provide enrichment to the school's curriculum.
- All appropriate policies are in place in the school and regularly renewed by staff and the governing body. Staff and parents, where appropriate, are involved in policy development. EPR is delivered throughout the school based on the scheme, 'In the Beginning', and the school, nurse visits the school to support the learning in Year 6.
- Pupils are extremely proud of their school and enthuse about its qualities. They are true ambassadors for the school. They are very aware of what it means to be a member of the St Malachy's school community and appreciative of the learning opportunities they have, both within and outside of the school. Parents also report that the number of learning experiences has increased significantly and have enhanced the curriculum.

- Staff and pupils pray together regularly and there are opportunities for informal and formal prayers. The involvement of children in planning and delivering Collective Worship is developing with children selecting appropriate prayers and readings and making power-point presentations. The Parish Priest is a regular visitor to school and supports the school's liturgical calendar, celebrating Masses and liturgies for all the classes in the school.
- The First Sacraments programme is planned and delivered by school staff and meetings are held in school for both the pupils and parents.
- Children feel that they belong, and during their time in the school, they develop a sense of spirituality, which they can take out into the world.

The Leadership and Management are good

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- There has been a sustained period of staff turbulence in the school and the majority of the teaching staff have been appointed within the last three years-including the Headteacher. The Headteacher and Deputy Headteacher/RE Coordinator have formed a very close, effective partnership and share a clear vision which will ensure that the school has outstanding capacity to move forward.
- Senior managers know that the school is a vitally important haven in the lives of many of their pupils and that they have a significant impact on all areas of the pupils' development.
- The RE coordinator has ensured that the previous identified areas for development have been addressed and assessment is becoming embedded throughout the school, this is having a very important impact on standards. She is committed to driving standards upwards in the school by ensuring consistency of teaching and learning, and through the implementation of a clear RE action plan.
- The governing body are actively involved in many school activities and are now beginning to analyse school data and are aware of the standards that the children achieve in the school. Action plans are agreed and evaluated and governors know the strengths and areas to develop in the school, but now need to develop further their strategic role in monitoring and evaluating standards.
- The Parish Priest is keenly aware of the key role, which the school plays in the community and knows that it is valued and appreciated by the families.
- All canonical and statutory duties are fulfilled.