

The Diocese of Hallam

Section 48 Inspection Report

The Catholic Life of the School and Religious Education

Our Lady of Perpetual Help Catholic Primary School

Finkle Street, Bentley, Doncaster DN5 0RP

School URN	106670
Overall Effectiveness grade	Grade 1
Date of inspection	26th March 2018
Name of Chair of Governors	Paul Batchelor
Name of Headteacher	Diane Collins
Name of RE Subject Leaders	Yvonne Gac
Date of previous inspection	23rd April 2013
Previous inspection grade	Grade 2
Section 48 Inspector(s)	John Cape Amanda Wassall (trainee inspector)

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

INSPECTION JUDGEMENTS

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

1

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

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

OUTSTANDING (1)	To be judged OUTSTANDING for overall effectiveness: The three Section judgements must all be OUTSTANDING
GOOD (2)	To be judged GOOD for overall effectiveness: The three Section judgements must all be at least GOOD
REQUIRES IMPROVEMENT (3)	To be judged REQUIRES IMPROVEMENT for overall effectiveness: One or more sections will be judged to REQUIRE IMPROVEMENT with no sections judged inadequate.
INADEQUATE (4)	To be judged INADEQUATE for overall effectiveness: At least one Section will be judged inadequate.

Summary of key findings:

This is an Outstanding Catholic Primary School

The Catholic Life of the school is outstanding because the well-being and personal and spiritual development of pupils and staff is at the heart of the school's vision and mission.

The quality of Religious Education is outstanding because staff know their pupils well and consistently teach lessons which enthuse and engage pupils ensuring progress and achievement is at the highest level. Leaders and managers ensure that monitoring and evaluation is accurate, timely and embedded in the work of the school.

The quality of Collective Worship is outstanding because it is central to the life of the school. Staff and pupils plan and lead high quality Acts of Worship and pupils act with the deepest reverence and respect.

What the school needs to do to improve further.

To revise the Relationships and Sex Education policy and programme, as guided by the Catholic Education Service and Hallam Diocesan model, to ensure it meets the needs of all pupils.

To further develop the school website in order to promote the Catholic life of the school and Religious Education to celebrate the school's outstanding provision.

To continue to explore ways in which the role of the chaplaincy team could be nurtured and extended in order to further promote Religious Education and the Catholic Life of the school.

Information about this inspection

The Inspection of Our Lady's has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided. 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 2017).

The inspection was carried out by Mr John Cape and Mrs Amanda Wassell over one day:

During this one-day inspection, we had the opportunity to:

- Discuss the work of the school with a number of key stakeholders including staff, governors, parish priest, parents and pupils;
- Observe three child led Acts of Collective Worship.
- Talk to the pupils about Our Lady's school community and how they enjoyed their learning.
- Analyse a number of parent and pupil questionnaire responses;
- Evidence school assessment information, progress reports, portfolios of work, photographic evidence and observe focal points and displays in and around school;
- Scrutinise a wide range of children's Religious Education work;
- Explore information posted on the school website.

Information about this school

Our Lady of Perpetual Help, Doncaster is federated with St Joseph and St Teresa's Catholic Primary School, Woodlands and the Federation share one governing body. Our Lady's is a smaller than average primary school situated in the north of Doncaster. It serves the parishes of Our Lady of Perpetual Help, Bentley and Blessed English Martyrs, Askern. There are 140 pupils on roll and the majority are from a White British background. Travellers of Irish heritage account for 5% of pupils which is above the national average. 6% of pupils have English as an additional language which is below the national average. The school serves an area of higher than average deprivation and the proportion of pupils who are in receipt of pupil premium funding are higher than average. The proportion of pupils with a statement of special educational needs or education, health and care plan (EHC) is 3.6% which is slightly higher than national. The proportion of Pupils eligible for free school meals is 19 % and on entry to the Foundation Stage pupils' attainment is below that expected nationally.

Full Report – Inspection Judgements

CATHOLIC LIFE

The quality of the Catholic Life of the school is Outstanding.

The extent to which pupils contribute to and benefit from the Catholic Life of the school	Grade 1
The quality of provision for the Catholic Life of the school	Grade 1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Grade 1

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

Pupils at Our Lady's are proud of their religious identity and make an outstanding contribution to the Catholic Life and mission of the school which has a very high priority across the school.

Pupils take full advantage of the opportunities offered to them and are happy to take a leading role in those activities which promote the school's ethos within the school.

Pupils are aware of the needs of others and seek justice, responding willingly to the needs of those beyond the school. They articulate their views with confidence explaining that the purpose of fundraising for various charities e.g. Macmillan, Cafod, Good Shepherd, is obviously very important to the school community, demonstrating their understanding of a living faith.

Pupils demonstrate an excellent understanding of the liturgical year and its key celebrations. They speak confidently of their Catholic identity and what this means.

Pupils have a strong voice in the decision making process; they say they are always listened to, highly valued and can therefore confidently express their views and feelings.

Pupils are happy, confident and secure in their own stage of spiritual growth, demonstrating excellent behaviour towards adults and each other.

Pupils are confident and articulate about the role of adults in the school when dealing with inappropriate behaviour and are clear about the anti-bullying policy. The school will not tolerate bullying in any form and there is a 'Worry Box' for children to post their fears and anxieties into the box. Daily action is taken by the Learning Mentor to respond to any concerns raised.

They are learning to know and understand a loving God and can demonstrate many qualities including empathy, a willingness to listen, celebration and forgiveness.

There is a powerful sense of belonging and involvement from the pupils and some take responsibility for key roles e.g. Guardian Angels and school councillors.

They are reflective and are able to consider and discuss moral and spiritual issues including aspects of other faiths and cultures.

Pupils and parents value the Catholic tradition of their school and are proud of it. Pupils throughout the school are involved with both parish and diocesan celebrations and activities.

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

The headteacher is passionately committed to her faith and leads by example, demonstrating a strong sense of purpose and commitment to the Catholic ethos and mission of the school. She ensures that all staff at Our Lady's are able to share in this. They are encouraged and given opportunities to develop their own faith by participating in morning prayers, liturgies, reflections and the celebration of Mass.

A high quality of care permeates throughout the school and as a result, there is a real sense of team spirit and positive working relationships.

Our Lady's has a vibrant and engaging learning environment apparent both in the classrooms and in and around the school itself, where focal points and displays linked to the Church's seasons, e.g. Easter, provide opportunities to reflect, pray and celebrate its Catholic character. This exceptional presentation within school is a testimony to high expectations which value achievement and promote aspiration.

A space has been creatively utilised to create a new library area to promote a love of reading and appreciation of books. Parents and parishioners have been warmly encouraged to contribute funding in order to purchase books, including Religious Education reference books, and this has been very successful in extending the range of reading material available for the pupils.

The Chaplaincy team, comprising of the 'Guardian Angels' and senior leadership team, is currently being developed. Consideration could be given to extend this team even further by including liturgy leaders or prayer leaders from different classes.

Statements of Belief and quotes from scripture are evidenced throughout the school and provide opportunities for discussion, challenge and reflection.

Within school there is a tangible sense of community at all levels, which is evident in the quality of relationships between staff, pupils, parents and governors.

The school's behaviour policy reflects Gospel values. It is clear that pupils are supported well in making right choices and that they understand personal responsibility.

Pupils are frequently affirmed and rewarded for their efforts and contribution to school life and receive Dojo points.

Pupils' achievements are celebrated at weekly celebration assemblies and every pupil is taught that in God, all things are possible and that they celebrate each other's God given talents and abilities as a Christian family.

Parents commented on how well their children are nurtured and cared for and how they have the highest possible trust in the school. They were highly praiseworthy of the school and

applauded the outstanding communication, care and high quality learning for their children. One parent particularly praised the records of achievement celebrating pupils' religious education work in their journey from Foundation to Year 6, as having a significant impact on spiritual, moral and emotional growth and development.

There is an explicit and concrete commitment to the most vulnerable and needy in school, and the Learning Mentor is outstanding in the service and support she competently provides for the whole school community.

Targeted support for pupils is provided through a wide range of intervention strategies and purposely designed spaces offer a refuge for withdrawal learning and pastoral support e.g. Hakuna Matata room.

The Relationships and Sex Education (RSE) programme is in place but is not yet fully embedded across the school. The headteacher has identified the need for further development. She is currently working with governors to formalise the policy and programme to ensure it is thoughtfully designed, carefully planned and taught consistently well and celebrates Catholic teachings and principles.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is Outstanding

The outstanding leadership of the Catholic Life at Our Lady's ensures that all pupils are extremely well nurtured in a caring, safe and supportive community.

Governors discharge their statutory and canonical duties extremely well. They work effectively with the headteacher and Religious Education co-ordinator and are committed to upholding the strong caring ethos that exists.

The leadership of the school in promoting the Catholic Life is outstanding. The headteacher, deputy headteacher and learning mentor have a positive presence around the school, as well as a very clear understanding of Catholic education and the role of the Catholic school. They are embedding this very effectively throughout the school so that pupils, staff and parents recognise and support its realisation.

The Religious Education subject leader guides and supports the Catholic Life of the school, by continually seeking out new and exciting ways to challenge, and guide pupils along their faith journey.

Diocesan courses, pyramid Inset days and training events are attended by all members of staff and feedback subsequently shared at follow up staff meetings to ensure impact is maximised.

The school's self-evaluation is given high priority and the leaders and managers have established a range of monitoring activities to provide clear and accurate evidence which is used to successfully move the school forward.

The school priorities are correctly identified in the School Development Plan which provides detailed actions and timescales to drive improvement, including a focus on the Catholic Life of the school. This Plan is regularly reviewed by the governors' nature committee and the

senior leadership team to ensure continued development and constant improvement in provision.

Parents speak very highly of the school: they have a clear understanding of the school's purpose and are very supportive of this. They are extremely proud of the school applauding the 'open door' policy and the warm welcome and approachability from all staff.

Communication with parents is strong, however promoting the Catholic Life of the school and Religious Education could be further developed. Senior leaders are currently exploring how to develop the potential of the website so that the outstanding practice can be shared as a first point of contact with the school.

Governors know the school well and are fundamental in shaping both policies and practice. They are highly visible and regular visitors to the school with the Religious Education link governor undertaking a key role in monitoring provision.

RELIGIOUS EDUCATION

The quality of Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	Grade 1
The quality of teaching, learning and assessment in Religious Education	Grade 1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	Grade 1

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

Religious Education is at the heart of the school curriculum and children's learning. Pupils thoroughly enjoy their Religious Education lessons and explain they do a lot of Religious Education work. They always have a positive attitude and are most enthusiastic in their response to questions. Behaviour during Religious Education lessons is excellent.

Pupils are proud of their work in Religious Education and speak confidently about what they have learnt. They work independently within a range of different activities according to age and ability.

Pupils generally are making good progress in Religious Education within lessons and over time. There is no significant difference in learning and progress between different groups of pupils or between the teaching of Religious Education and other subjects of the curriculum. They are all developing very well with their knowledge and understanding.

Pupils with special educational needs and disabilities are well supported and are achieving very well. The targeted support from highly skilled teaching assistants ensures all groups of pupils make at least good progress.

Pupils enter school with knowledge and skills which are below age expectations. The school's data and evidence in books show that pupils make at least good progress over time.

Data indicates that attainment is in line with the Diocesan average over time taking into account the confidence level. Work in pupils' books supports this judgement.

The quality of teaching, learning and assessment in Religious Education is Outstanding

Teaching and assessment is consistently good with many outstanding features evident in lessons.

An agreed two year rolling programme for managing teaching and assessment of the Come and See programme for combined year groups has been purposefully designed to ensure continuity and progression.

Lesson planning is a strength and is carefully linked to prior learning, is well differentiated and provides opportunities for extension and challenge.

Opportunities for cross curricular links between Religious Education and other curriculum areas were observed.

Teachers provide challenging tasks that extend pupils' knowledge and understanding in Religious Education and build on what they already know and can do.

Teachers have excellent subject knowledge which is used well to support pupils' learning. They plan interesting and imaginative lessons, which build upon prior learning, using a good range of high quality resources. They use time effectively to maximise learning opportunities, with a wide range of activities, e.g. role play, art, ICT, music and the use of artefacts.

Targeted questioning is used well to assess understanding, monitor progress and reinforce the learning objective. As a result pupils are motivated and engaged and demonstrate very positive attitudes to their learning.

Assessments are regular and systematic. Internal and external moderation shows levelling is accurate. The assessment activities are recorded in pupils' assessment portfolios which form a record of achievement in Religious Education and remain a proud testimony of progress during school life.

The marking and feedback policy is embedded across the curriculum and is evident in Religious Education work. Pupils know how they can respond to feedback or further improve their work by responding to teacher commentary.

Tasks are very well differentiated and teachers regularly check understanding and progress throughout the lesson, ensuring that pupils' learning needs are met.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Outstanding.

The curriculum meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.

Leaders and managers provide strong leadership and conduct a wide range of monitoring activities that are carefully planned to determine the impact of provision.

The Religious Education co-ordinator provides bespoke support for teachers by modelling outstanding teaching so that pupils are ensured of high quality experiences that meet pupil needs and guarantee at least good learning and progress.

Rigorous work scrutiny and tracking of pupil progress ensures that no pupil is left behind and that timely action can be taken to prevent underachievement. School self-evaluation is thorough and robust and is integral to the school improvement plan.

The Chair of the Catholic Nature Committee is highly visible in the school and appropriately challenges and supports leadership. Governors are well informed of standards through committee and full governor reports and speak confidently about pupils' attainment and progress.

The personal and professional integrity of the leadership inspire whole-hearted commitment from staff, pupils and parents. Consequently, Religious Education not only has a high profile, it is at the heart of the curriculum and daily school life.

The wide range of links that the school has locally provides outstanding enrichment activities to promote pupils' learning and engagement and this has a profound impact on pupils' moral and spiritual development e.g. Redmond Dementia Centre.

Sacramental preparation, rooted in the parish, is in line with diocesan guidelines, has a high priority and is fully embedded in the Religious Education curriculum.

A clear priority is given to pupils' enrichment experiences through the school's curriculum and activities, e.g. outstanding artwork inspired by local artists and Doncaster in Bloom competition.

The external site provides a superb safe environment for pupils to pray, play and learn through a variety of outstanding resources such as creative play equipment, prayer garden, Multi Use Games Area (MUGA) and allotment for children to grow their own fruit and vegetables.

COLLECTIVE WORSHIP

The quality of Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	Grade 1
The quality of provision for Collective Worship	Grade 1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	Grade 1

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

Our Lady's is a prayerful community where worship is a regular and meaningful part of the day. All pupils are enthusiastic in their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering and prayerful reflection.

Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

Pupils, from reception class upwards, prepare and lead class worship with confidence and independence, appropriate to their age and development. Children have access to a range of resources provided including planning tools to support their planning of worship.

Pupils participate with genuine enthusiasm which is reflected in the quality of singing, and in the contemplative use of silence.

Children consistently demonstrate reverence and respect during acts of Collective Worship e.g. Year 1 and 2 gathered for worship in the newly created Our Lady garden for a wonderful child led liturgy which celebrated the beginning of Holy Week.

Prayer is a regular feature of school life and all pupils know their daily prayers which are celebrated in the morning, at lunchtime and the end of the school day.

Pupils show respect for different faiths and traditions and are aware that religious beliefs are important. They study Judaism annually and have learnt about Sikhism, Islam and Hinduism.

From the earliest ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.

The quality of provision for Collective Worship is Outstanding

Collective Worship is at the heart of every school celebration and is inclusive and reflective. Praying together is a natural part of the school day for all staff and pupils.

Opportunities for worship, Masses, liturgies and other liturgical celebrations are well planned and resourced and include opportunities for pupils' own spontaneous prayers. Senior Leaders are exploring ways to encourage a greater number of parents to attend the celebration of Mass in school.

There is a rich variety of different forms of worship, which are enthusiastically embraced by the whole school community. Pupils are given many opportunities to take responsibility for leading worship in the school in a variety of ways.

Pupils, governors and parents commented on how much they value the school's Collective Worship, in all its forms, which include class based worship led by pupils, key stage based worship, led in turn by staff, whole school assemblies and Masses.

High quality focal points are evident in each class with well thought out resources. Outstanding displays in the school hall, spaces and corridors around the school further promote an ethos of prayer and provide good support for reflection.

Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and Mass celebrated in Our Lady's Church and in school. There are strong links between the school and the parish.

When time allows, the priest visits school and is known to staff, pupils and parents. He reassuringly offers valuable guidance and support to staff, celebrates Mass and is totally praiseworthy of the work and tradition of school describing it as 'a beacon where the Catholic ethos is fostered lovingly'.

He confirms the Eucharistic programme is rooted in the parishes and supported by the school.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is Outstanding

The headteacher and Religious Education co-ordinator set a very high standard for Collective Worship in school. They lead by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.

Leaders and governors have a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring.

Leaders regularly seek the views of parents through regular questionnaires and discussion and their responses are highly appreciated and valued and lead to further developments.

Leaders support staff to continually develop their skills in leading Collective Worship and in helping pupils to become more independent in their leadership.

The school's life of prayer and worship is given the highest priority by the headteacher, staff and governors and is seen as the very heart and soul of the school.