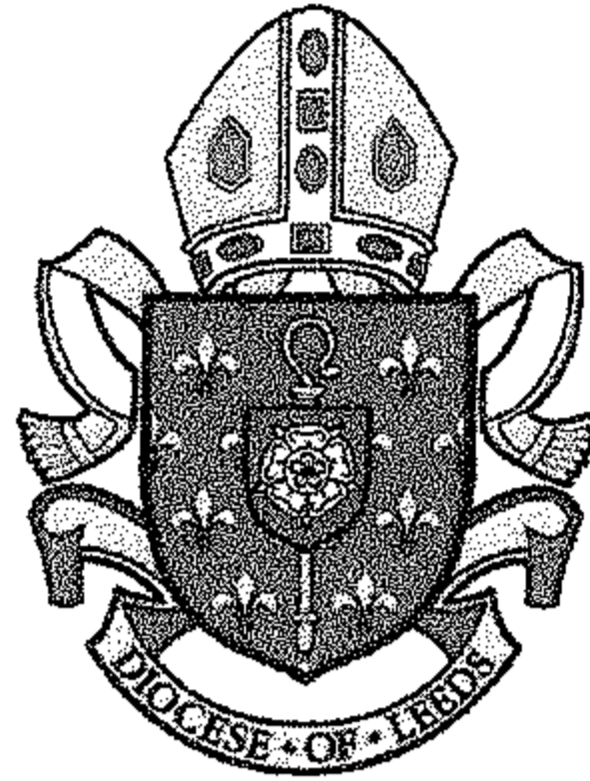


# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST MARY'S CATHOLIC PRIMARY SCHOOL  
Upton street,  
Batley

School URN	107732
School DfE Number	382/3304
E-mail address	office@stmarysbatley.co.uk
Chair of Governors	Father.P.Mungovin
Headteacher	Mrs .N.Grant
RE Subject Leader	Mrs J Blanchfield
Date of Inspection	16 <sup>th</sup> -17 <sup>th</sup> October 2013
Section 48 Inspector	Mrs .K.Spillane

# 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.**

- The headteacher, Chair of Governors and the RE coordinator, have a very clear view of the strengths and areas to develop in the school, and are dedicated to making 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 all his roles as Parish Priest, Chair of Governors and RE governor.
- The RE coordinator is committed to ensuring that the Catholic Life of the school and achievement in RE will continue to develop in order that it will be the best it can be. She has a clear plan for development and is determined that progress towards outstanding is accelerated.
- Pupil's behaviour is good, both in lessons and around the school and all the children are polite, engaging and proud of their school.
- Parents views are sought regularly and they feel they have a strong voice in the community. They speak highly of the school and are happy with its routines and systems, and feel any issues are always dealt with effectively.
- In the best lessons, work is planned and differentiated to meet the needs of all the pupils with additional classroom staff providing targeted support.
- Collective worship is central to the life of the school and is a strength of the school. The pupil's take part enthusiastically and with reverence in whole school worship and are now beginning to develop their skills in planning and preparing their own forms of collective worship.
- 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.

- The curriculum meets the Diocesan requirements with full coverage of the RE curriculum.

#### **What the school needs to do to improve further.**

- Ensure that the quality of teaching and learning is consistent throughout the school.
- Continue to develop the use of assessment to inform planning and so provide effective differentiation and challenge in order to raise pupil achievement throughout the school.
- Develop the pupil's awareness and understanding of other religious beliefs.

#### **Information about this inspection**

The Inspection of St Mary's Catholic Primary School Batley 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 inspector reviewed in detail the following aspects:

- How good the outcomes are for pupils and groups of pupils within St Mary'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 Mary's.

The inspection took place over a 1½ day period. 10 RE lessons were observed together with 3 acts of Collective Worship. Meetings were held with the Headteacher, RE coordinator, Parish Priest/Chair of Governors, parents and pupil representatives from each class. A very comprehensive sample of evidence of the Catholic Life of the School was made available, including evidence submitted of planning for assemblies and Collective Worship, parish and community involvement, letters and questionnaires from parents and members of the community, newsletters and photographic evidence. A large selection of monitoring and evaluation documentation was submitted for scrutiny, including tracking and a portfolio of assessed work. Samples of pupils' work from each class was presented, together with the children's literacy books from each year group. Headteachers' reports to the Governing body and minutes of governing body meetings were examined. 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.

#### **Information about this school**

- St Mary's Catholic Primary School serves the parish of St Mary of the Angels Batley.
- 82% of pupils are Catholic.

- It is a one and a half form entry (PAN of 45) Voluntary Aided primary school with 348 pupils on roll, including 38 nursery pupils.
- 91.5% of the population is white British.
- There are 15% of pupils on the SEN register including 7 statemented pupils and one awaiting a statement.
- Pupils on FSM has steadily risen to 22.7%
- SEN is 15% with 7 statements.
- There are 13 full time and 3 part time teachers and 10 of the teachers are Catholic.
- The school has an active PTFA and there are good links with the parish and community.

## 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.	2
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the school's Collective Worship.	2

- Pupils are proud of their school and play an increasing role in Collective Worship and developing the Catholic Life of the school.
- Pupils enter the school from a range of settings and upon entry the majority of children are working within age related expectations.
- The pupils are enquiring and reflective and understand that spiritual beliefs are important to many people. They have a limited exposure to the religious beliefs of other faiths; this is an aspect which the school is aware needs to be developed.
- Pupils are prayerful and enthusiastic in their songs and praise during whole school Collective Worship. A very well planned and reflective Collective Worship was observed in key stage 2 using appropriate prayers and scripture and simple, meaningful resources.
- Pupil's behaviour is good and they are aware of the impact of their behaviour on others. They are nurtured, respected and encouraged to express their views and opinions, whilst respecting others.
- The school has an active School Council and was the first school in Kirklees to be awarded the Rotakids status; the children are very proud of their roles and contribution to the schools' fundraising.
- The school carries out a programme of Education in Personal Relationships in line with the expectations of the Diocese of Leeds. The policy has recently been reviewed by the Governing Body.
- Inclusion of all pupils is paramount. Support in lessons is provided by a team of teaching assistants. Outside agencies, in particular Catholic Care, are engaged by the school to provide additional support for the more vulnerable pupils and their families.
- All pupils generally seek to produce their best work and make good progress from their entry into school and throughout Key stage 1; however, more pupils need to make good progress in key stage 2 to improve the number of pupils achieving age related expectations by the end of Year 6. Better use of assessment information and more work adapted to meet the needs of all children will help pupils to achieve more of the higher levels in line with other core subjects.

## The provision for Catholic Education is good

The quality of teaching and how purposeful learning is in Religious Education.	3
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	2

- The school uses the diocesan recommended RE scheme, 'The Way, the Truth and the Life' and, in the best lessons, the strategies which were used led to the learning being stimulating and memorable.
- The best teaching and learning observed, was where teachers used additional resources other than those recommended in the RE scheme, 'The Way, the Truth and the Life', to enhance and enrich the pupils' learning.
- In most lessons, teaching is good and children are engaged in their work, however, some lessons require improvement to be good because there is insufficient differentiation and challenge to ensure that the needs of all children are met. This inconsistency limits the progress of some pupils.
- Marking of pupils' work is in line with the marking of other curriculum subjects; however, pupils need to be more informed about their progress.
- Assessment tasks are completed at the end of topics and a portfolio of levelled work is being developed. Continuation of the moderation of assessment tasks will ensure that end of year levels are accurate and secure.
- 'I can' statements are used as targets for the pupils. More time needs to be devoted to ensuring pupils have ownership of these targets so that they can help pupils become aware of what they can do and what they need to improve upon.
- The RE scheme provides good opportunities for spiritual and moral development and pupils have a well-developed sense of right and wrong. Ethos Statements are used in weekly Circle time sessions to help the pupils to understand moral and personal issues. The schools' Education in Personal Relationships policy has recently been reviewed and is due to be ratified by the Governing Body this term.
- Most pupils have a good knowledge of the Christian faith; however, they have only limited knowledge of other World Faiths. School needs to ensure that the timetable for investigating World Faiths is progressive and followed by all classes.
- The quality of Collective Worship is a strength of the school. Staff and pupils regularly pray together and there are many opportunities for both formal and informal prayer.
- Pupils are playing an increasing role in the planning and delivery of Collective Worship. All pupils enjoy participating, and understand that worship is a key part of their school life. The youngest pupils took part in a very simple and meaningful worship to help them understand that we are all different and special to God; work that was completed afterwards was proudly displayed in the classroom. Some of the older pupils prepared their own short liturgy, which was carefully planned using the key elements and carried out with respect and humility.
- A school newsletter is instrumental in keeping parents informed of events due to take place in the school, as well as celebrating pupils' achievements in the school.
- Parents and the parish are encouraged to be part of the school's worshipping community and involvement of parents and parish is very positive. The school has a tradition of 'Prayer bags' being sent out throughout the year, and parents respond positively to the opportunity to receive a prayer bag for a night. Wednesday Word also goes out to all families each week and parents and carers appreciate the schools' support in encouraging family prayers.

## The Leadership and Management are good

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
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- Leaders, governors and managers monitor the provision for Catholic Education and outcomes. Staff have a high regard for the Catholic Life of the school and work together effectively as a team.
- The headteacher is firmly committed to the church's mission in education with the spiritual and moral welfare of the pupils being a priority, she knows that the school plays a key role in providing security and support to all its families, in particular its more vulnerable families.
- There is a strong relationship between the school and parish, and leaders are proud of the involvement of the school in parish events, such as the annual Torchlight Procession and the Autumn Fair. Pupils are prepared for First Sacraments by parish catechists and the school supports the preparation within school and by facilitating meetings for children and parents.
- The school works within the Kirklees/Calderdale partnership to provide Continuing Professional Development and networking opportunities for pupils and staff. To celebrate the start of the Year of Faith all schools made a school cross which has travelled to all the partnership schools, a Mission cloth is being made by all schools to mark the end of the year.
- The dedicated RE coordinator is aware of the need to continue to raise standards in RE and that consistency of teaching, and planning work to meet all abilities are key factors to achieving this outcome. She has produced a very clear RE Development Plan and knows the next steps to take to ensure that the drive forward is maintained
- The Parish Priest, is also Chair of Governors and RE governor and is a regular visitor to the school. The Governing body meet regularly, take an active role in monitoring and evaluation of both the Catholic Life and curricular RE and have taken on the role of critical friends.
- Self-evaluation accurately identifies the strengths of the school and identifies areas for development. All managers are aware of the need to work on these areas and the school has a good capacity to do this.
- The parents and carers who met with the inspector spoke highly of the school and felt that because of the high expectations of behaviour pupils from the school stood out in the community.
- There is a programme of monitoring and evaluation in the school, and feedback is given to the staff .RE is included in the Performance management cycle.
- All canonical, statutory and child protection responsibilities are fulfilled.