



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Mary's Catholic Primary School

Gladstone Street, Glossop, Derbyshire, SK13 8NE

School URN:	112901
Inspection Date:	12 November 2015
Inspectors:	Jane Monaghan and Eilis Field

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Good	2
Catholic Life:		Outstanding	1
Collective Worship:		Good	2
Religious Education:		Requires Improvement	3

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary's Catholic Primary School is a good Catholic school.

- St Mary's Catholic Primary School has a strong Catholic identity. Pupils are proud of the Catholicity of their school. The school is valued by the parish and the wider community.
- The mission statement is clear, inspiring and lived out by the whole community. School leaders are excellent role models and deeply committed to the Church's mission in education.
- Collective Worship is securely good and moving towards outstanding. The prayer life of the school encourages spiritual growth with a clear purpose and meaning based on scripture.
- Overall, the teaching of Religious Education requires improvement. The pace at which pupils are acquiring knowledge and understanding requires improvement. Greater consistency and time needs to be devoted to reflection and the acquisition of skills.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- The school is smaller than the average size primary school.
- The vast majority of pupils are from White British backgrounds.
- The proportion of pupils with a special educational need or disability is above average.
- The proportion of pupils known to be eligible for Pupil Premium, which is additional Government funding provided for looked after children, those known to be eligible for free school meals and pupils with parents in the armed forces is slightly above the national average.
- The school serves the parishes of Saint Mary Crowned and All Saints, Glossop.
- 32% of pupils are baptised Catholics and 7% are from other Christian denominations.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of learning and teaching in Religious Education by developing rigorous and robust systems of tracking pupil progress and using these to target improvements.
- Use the information gained from the scrutiny of pupils' work and assessment data to set challenging and differentiated tasks that effectively challenge all pupils within each class.
- Enable effective *Assessment for Learning* by using 'driver' words so that marking and feedback identify clear and specific 'next steps' in learning.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding

- A large majority of pupils are actively involved in shaping the school's mission. They are excellent and enthusiastic promoters of the school's Catholic ethos. Pupils are proud to belong to St Mary's Catholic community.
- Behaviour of most pupils is very good and they are alert to the needs of others. They offer their services willingly as demonstrated in the impressive response to fundraising activities for CAFOD, the Apostleship of the Sea and other local charities.
- Pupils have a strong sense of right and wrong and social justice, they benefit from the staff's response to their personal growth. They feel secure and say, 'we are looked after in our school'.
- Pupils are regularly involved and indeed take the lead in parish and diocesan celebrations and activities as evidenced in their musical contributions at diocesan functions.

The quality of provision for the Catholic Life of the school - outstanding

- The mission statement is lived out daily in the school. It has recently been reviewed by the liturgy group to focus on the prayer of St Theresa. Each class has adopted a phrase from this prayer, making it accessible for the very youngest of pupils through to upper Key Stage 2.
- The school is a supportive and joyful community where the quality of relationships is outstanding. The school's Catholic character is evident in the learning environment where it is enhanced to an outstanding degree by art work from colleagues on the staff team.
- Pastoral care of pupils is of a very high standard; there is a commitment to the most vulnerable in both policy and practice. The school is equally attentive to the pastoral needs of the staff who benefit greatly from high quality relationships and support of other colleagues.
- The school has worked with the diocese to develop the Relationships and Sex Education programme in line with the teachings of the Church.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding

- The leadership of the school is deeply committed to and proud of its response to the Church's mission in education and is thus outstanding. Both pupils and staff have a clear understanding of the school's mission and continue to be active in shaping it.
- The headteacher is a highly effective role model in this task and is ably supported by a committed senior leadership team and governing body.
- The provision for the Catholic Life of the school is outstanding and the governors' monitoring of this ensures they are well placed both to challenge and support.
- The headteacher and senior leadership team are highly regarded in the parish by the parish priest and the wider community. Parents commented about the school "it's the best in the area" and "I am so pleased my children come here".
- Many pupils joined the school mid-year and there are effective systems in place to ensure they are welcomed and supported.
- The governing body is highly ambitious for the Catholic Life of the school; they are proud of its Catholic identity and wholeheartedly support its mission. The role of Chair of the governing body is rotated annually ensuring that there is a shared responsibility; however, governors must be aware that this role needs to be held by one of its foundation governors.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship - good

- Collective Worship is central to the school's prayer life and is of a good standard. During the inspection, the majority of pupils responded well to the theme of "giving" although some younger pupils were unable to articulate the main message when questioned and a small minority of upper Key Stage 2 pupils were, at times, distracted.
- During the inspection the choice of scripture readings in the Act of Collective Worship was appropriate and it was impressive to hear older pupils responding to and giving further examples from the gospel on the theme of "giving".
- Pupils respond wholeheartedly to the choice of music, they sing joyfully and this is further enhanced by "signing" led by upper Key Stage 2 pupils. Drama and prayers receive a good response from the pupils.
- The newly-formed liturgy group is beginning to take a lead in planning and delivering Acts of Collective Worship, but this is still in its infancy and requires further development.

The quality of provision for Collective Worship - good

- Opportunities for prayer have a positive impact on the school's sense of community. Acts of Worship are well resourced with a great deal of thought. Drama and prepared prayers are used to good effect.
- Thought has been given to the acquisition of artefacts and their effective use to support the prayer life of the school.
- Upper Key Stage 2 pupils speak positively about prayer experiences where they feel included, involved and inspired.
- Throughout the school, displays on chosen liturgical and biblical themes are engaging and promote the Catholic character of the school. Each class has a prayer corner to encourage the pupils' interest, reflection and spiritual growth.
- There is an open invitation for parents, carers and the wider community to attend liturgical celebrations. The Friday awards assembly is a highlight of the school week and is greatly appreciated by all.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good

- The headteacher and senior leaders know how to plan quality experiences for Collective Worship. They are proactive in extending training opportunities for new and established staff in this area.
- The Religious Education subject leader regards Collective Worship as a high priority. She is a regular attendee at diocesan in-service training which positively impacts on the good provision in this area.
- Senior leaders have a thorough understanding of the Church's seasons and feasts and use their skills effectively to engage the interest of all pupils, including those not of the Catholic tradition.
- Leadership and management of the school review Collective Worship as part of their self-evaluation. The response to questionnaires from carers and parents is appreciated and acted upon effectively.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	3
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – requires improvement

- In upper Key Stage 2, particularly in Year 6, pupils enjoy their learning and apply themselves diligently to their tasks. Pupils are clear as to how they are performing in Religious Education and what they need to do to improve. In Year 6, there is strong evidence of effective independent learning in Religious Education but this is not evident lower down the school.
- In lower Key Stage 2, the tasks set in Religious Education lessons are not differentiated to the ability levels of the pupils, as a result pupils are not sufficiently challenged, they become disengaged and the pace of learning slows. Attainment and progress in lower Key Stage 2 requires improvement.
- In Key Stage 1 and lower Key Stage 2, pupils are unsure of how well they have done or what they need to do to improve. Little or no use is made of the 'driver words' and as a result, much of their written work does not move their learning beyond simple 'retelling'.
- In the Early Years Foundation Stage and Key Stage 1, teacher talk dominates and closed questioning elicits limited responses from the pupils. Pupils do learn basic terms as they hear them repeatedly but they are not given the opportunity to reflect and to further develop their understanding of these terms.
- Attainment in Religious Education is well below both the diocesan average by the end of Key Stage 1 and 2 and compares unfavourably with pupil outcomes in English and Maths. Pupils do have low starting points on entry but insufficient progress is made to narrow the gap as pupils progress through the school. This is not explained or addressed in the school's self- assessment.

The quality of teaching and assessment in Religious Education – requires improvement

- In upper Key Stage 2, particularly in Year 6 where exemplary practice may be seen, teaching is good. Teachers systematically and effectively check pupils' understanding throughout the lesson and move pupils' learning on at a good pace.
- In lower Key Stage 2, the tasks are not differentiated to the ability levels of the pupils and some tasks seem to be set to occupy the children rather than move their learning on. As a result some children quietly disengage from learning.
- In the Early Years Foundation Stage and Key Stage 1 there is an overreliance on the cutting, colouring and copy writing rather than developing independence. Tasks are not effectively differentiated in these key stages to ensure pupils make good progress.
- Less experienced teachers lack confidence in accurately assessing pupils' work in Religious Education using the *Levels of Attainment in Religious Education*. As a result little or no assessment for learning takes place in these classes and when it does it tends to address literacy rather than the Religious Education learning needs of the children.
- In lower KS2 there are recently qualified and teachers new to the school. They are showing clear potential but they are in need of further mentoring and well-targeted and continuing professional development in the teaching of Religious Education.
- The marking is positive but there are not enough examples of next steps in learning for pupils. Whilst pupils are acquiring knowledge and understanding there is little evidence of pupils understanding its application to their lives; insufficient time is given to reflection and the acquisition of skills.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – requires improvement

- The Religious Education subject leader is able to articulate a clear and accurate view of the strengths and weaknesses of standards in Religious Education and her vision for how the school needs to move forward but this is not apparent in the school's written self-evaluation. She agrees that the diocesan self-evaluation toolkit would be invaluable to ensuring a robust and accurate self-evaluation. Leaders should consider allocating time to undertake this work given that the Religious Education subject leader is also the coordinator for Special Educational Needs and Disability and has a full time teaching role.
- Whilst leaders and managers carry out some monitoring of the progress of pupils in Religious Education, tracking and data analysis lacks rigour and is not yet used to effectively to accelerate progress or to provide a firm basis for self-evaluation judgements.
- Leaders and managers do some monitoring of pupils' work but this is not yet embedded or clearly linked to the *Broad Levels of Attainment in Religious Education*. At this point in time there is little evidence that monitoring currently impacts on the standard of Religious Education throughout the school.
- The Religious Education subject leader is a deeply committed, active and well respected member of the school and parish community. She uses these links to encourage other Catholic schools in the area to collaborate and participate in joint training for Religious Education. This is particularly valuable given the geographical location of the school and its considerable distance from the Diocesan Centre.
- Religious Education compares favourably with other core curriculum subjects in terms of staffing, physical resources, capitation and curriculum time.

SCHOOL DETAILS

School Name	St Mary's Catholic Primary School
Unique Reference Number	112901
Local Authority	Derbyshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the 2005 Education Act, in accordance with the Evaluation Schedule for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 7 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, two governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action Plans, the School development plan, monitoring forms, assessment data and tracking and parental response forms and they also examined the work in pupils' Religious Education books.

Chair of Governors:	Ms Chanttal Fanny
Headteacher:	Mr Simon Groarke
Date of Previous School Inspection:	13 April 2011
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.