

## Diocese of Hallam



### SECTION 48 INSPECTION REPORT

#### THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

#### Our Lady of Perpetual Help Catholic Primary School

<b>School URN</b>	106770
<b>Name of Chair of Governors</b>	Father Dennis Norman
<b>Name of Head teacher</b>	Mrs Diane Collins
<b>Date of inspection</b>	April 26 <sup>th</sup> 2013
<b>Section 48 Inspector</b>	Mrs Delia Kay

“ ..... An enthusiasm for the things of God”

## Introduction

The Inspection of Our Lady of Perpetual Help Catholic Primary School 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.

## Description of the School

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.

The school's last Religious Education Inspection took place in March 2009 and its last Section 5 Inspection took place in July 2012. The school is part of a Catholic Federation of two primary schools; the other Federation school is St Joseph and St Teresa's in Woodlands, which is three miles away.

The school is situated in an area of significant social deprivation. Most pupils are of British heritage, however the numbers of pupils from minority ethnic groups is slightly above the national average. Presently travellers of Irish heritage account for 13% and Polish pupils 6% of the school population. Pupils attainment on entry to Foundation Stage is below that expected nationally and by the time pupils reach the end of Key Stage 2 standards as judged by the National tests are also generally below the national average. However, current evidence shows that standards are rising rapidly, with some groups making better than expected progress in English and Maths.

In recent years there has been instability due to the frequent changes in the leadership team. However, the governors have recently appointed a Headteacher who is firmly focused on raising expectations and attainment at all three Key Stages. 80% of the teachers are Catholic –there being five full time and one part time teacher.

<b>Type of School</b>	Voluntary Aided
<b>Age profile of students</b>	3 – 11 yrs
<b>Number on roll</b>	136
<b>Number of students on Special Needs and Disabilities Register</b>	22
<b>Number of students with a Statement of Special Educational Needs</b>	3
<b>Number of Catholics on roll</b>	77
<b>Number of Other Christian Denominations</b>	33
<b>Number of other Faiths</b>	1
<b>No religious affiliation</b>	25
<b>School Address</b>	Finkle Street, Bently, Doncaster, DN5 0RP
<b>Telephone Number</b>	01302 874291
<b>Fax Number</b>	01302 876751
<b>Email</b>	<a href="mailto:admin@ourladys.doncaster.sch.uk">admin@ourladys.doncaster.sch.uk</a>
<b>School Website</b>	<a href="http://www.ourladys.doncaster.sch.uk">www.ourladys.doncaster.sch.uk</a>

# SUMMARY JUDGEMENTS

**OUTCOMES FOR PUPILS**

**2**

**THE PROVISION FOR CATHOLIC EDUCATION**

**2**

**LEADERS AND MANAGERS**

**2**

***OVERALL EFFECTIVENESS:***

**2**

How effective the school is in providing Catholic Education.

The overall effectiveness judgement is based on all the evidence available.

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

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

# OUTCOMES FOR PUPILS

**How good outcomes are for pupils, taking into account variations between groups.**

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.	2
How well pupils respond to and participate in the schools' Collective Worship	2

Attainment in Religious Education is good, and all groups of learners make good progress. Support staff are very dedicated and committed and make a valuable contribution to the achievement of vulnerable pupils. Pupils have good subject knowledge and a good use of appropriate vocabulary when discussing their ideas. 'R.E lessons are interesting' is a quote from a year six pupil learning about Pentecost and discussing the problems of being a witness in today's world. Many children said they enjoy Religious Education and with the introduction of 'Come and See' in December, staff have been able to provide a more stimulating and relevant curriculum. The children's books show a variety of work that is well supported by the use of ICT. Parents confirmed that their children talked about what they had learnt in Religious Education at home.

Pupils take an active part in developing the Catholic life of the school. The reviewed school vision statement - 'Love one Another' was chosen by the pupils of both schools in the Federation, to be the guiding principle that the pupils want to live by. The school council is active and represents all year groups. Pupils believe they have a voice that is heard in school. A quiet sensory room [Hakuna Matata Room] was created by them and it provides a space for pupils who are experiencing emotional difficulties to unwind. A small group of pupils go out of school and visit adults who are experiencing the onset of dementia. Quality opportunities are provided for pupils to learn about other faiths and cultures and pupils talked about these with respect. Parents also explained how much they had learnt from their children about other faiths and were impressed with their children's knowledge. Pupils are very comfortable leading Collective Worship both for the whole school and their own classes. On the feast of St Mark, St Mark's class showed a Power-point presentation to the whole school about the saint and then led the school in prayer.

# PROVISION

## How effective the provision is for Catholic Education

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 quality of teaching in Religious Education observed was good and the introduction of 'Come and See' is said to have 'breathed new life' into the teaching of Religious Education. The new programme provides 'teacher-friendly' resources that are adapted to suit all groups of learners. Lessons are well planned and where differentiated tasks are evident, the quality of work is good and pupils make good progress. Good questioning styles, role play and well paced lessons ensure pupils are motivated and make good progress. Teaching encourages reflection and the sharing of ideas. IT is used appropriately to maximise learning and the use of Ipads observed in two lessons, helped to engage the children. However, the recently reviewed marking policy needs to be consistently followed by all teachers, to help pupils to reflect on their achievements and provide them with detailed steps for improvement. In line with the Bishops' Conference, 10% of the school's timetable is dedicated to the teaching of Religious Education.

The quality of Collective Worship is good. On the day of Inspection the Collective Worship reminded the pupils of the school vision statement – 'Love one Another' and related it to the forth-coming Sunday Gospel, as well as the current Easter message. Children were actively involved and at one point the Y6 pupils mimed to St Teresa's prayer which impacted positively on the spiritual development of all. Assemblies are well attended by parents and carers who are always made to feel welcome. There is a good range of resources for both teaching and for Collective Worship available in the school, and the budget available for Religious Education matches that of the other core subjects. Each classroom has a good quality Religious Education display.

A weekly prayer group is run by one of the governors and is well attended, with a parent commenting on how enjoyable her child found the experience. Rainbows is provided and is a much needed resource that is appreciated by parents.

# LEADERS AND MANAGERS

## How effective the provision is for Catholic education

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	2

The leadership of the school has undergone a period of significant change over the past six years. The newly appointed Headteacher along with the experienced Religious Education Co-ordinator are both involved in monitoring standards in Religious Education and have a systematic approach to this work. They work closely with the Governing Body which is also very aware of the need to raise standards in the core subjects. The planned appointment of an Assistant Head will further strengthen the leadership team, so that standards will continue to rise. One of the immediate tasks of the new leadership team will be to provide staff development in order to implement the new assessment procedures linked to 'Come and See', which will inform planning and teaching and provide data that can be analysed to contribute to raising attainment in Religious Education.

There are good links between the Governing Body, Headteacher and Staff. The Governing Body includes members who know the community well and who understand their role in promoting the Catholic identity of the school. Governors regularly and enthusiastically attend training courses, to enable them to fulfil their leadership role more effectively. The Chair of Governors has a clear understanding of the areas for development and the school priorities. The Inclusion Governor is a frequent visitor to school and takes part in 'learning walks' and observes Religious Education lessons. As a result she is able to report to the governors to enable them to address issues raised.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
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The effectiveness of the school in providing Catholic Education is good. It is a warm and welcoming community where Catholic values are lived out by all the staff on a daily basis. Parents value the school and are vocal in their respect for the quality of care offered to their children. Current evidence shows that standards are rapidly rising. Children participate in and contribute to a variety of high quality liturgies which are often shared with families.

The teaching in Religious Education is good. Through the high quality, broad Religious Education curriculum offered children develop a good knowledge of the Catholic faith and are able to relate what they learn in lessons to their own lives; as a result, the spiritual and moral development of the children is good.

The school has satisfactorily addressed the proposed areas for development in the last Inspection. These were to develop the role of the Religious Education Co-ordinator and agree the amount of written work expected from each year group. Therefore the following are the new proposed areas for development that will help the school move forward:

What the school needs to do to improve further:

- Ensure that all teachers consistently follow the marking policy so that pupils know what they need to do to improve.
- Ensure that assessment procedures linked to 'Come and See' are embedded in school practice.
- Ensure that the strong links developed in the Federation between Our Lady's and St Joseph's continue and expertise is shared.