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**The Diocese of  
Hallam  
Section 48 Report**

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**The Catholic Life of  
the School and  
Religious Education**

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**St Helen's Catholic  
Primary School**

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**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

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

**St Helen's Catholic Primary School  
Hoyland, Barnsley**

<b>School URN</b>	106640
<b>Name of Chair of Governors</b>	Mark Janvier
<b>Executive Headteacher</b>	Damien Thorpe
<b>Head of School</b>	Jo Wray
<b>Date of inspection</b>	Monday 26 <sup>th</sup> June 2017
<b>Section 48 Inspector</b>	Philip Patterson

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

## Introduction

The Inspection of St Helen's 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

St Helen's is smaller than an average-sized primary school. The school is part of the Federation of Corpus Christi Catholic Primary Schools with St Michael and All Angels in Wombwell and Sacred Heart in Goldthorpe. The Federation has an Executive Headteacher and shares one governing body.

The school serves an area of social and economic disadvantage. The school is part of a Federation of three Catholic schools. Pupils come largely from the parish and local community. They are taught in mixed age classes. The proportions of pupils eligible for free school meals, from an ethnic minority background, who speak English as an additional language or with learning and/or disabilities, are below average. The proportion with a statement of special educational needs is average. There are strong links with the St Pius cluster of schools and the local community.

<b>Type of School</b>	Voluntary Aided Primary
<b>Age profile of students</b>	4 - 11
<b>Number on roll</b>	147
<b>Number of students on Special Needs and Disabilities Register</b>	11
<b>Number of students with a Statement of Special Educational Needs</b>	4
<b>Number of Catholics on roll</b>	38 (26%)
<b>Number of Other Christian Denominations</b>	74 (50%)
<b>Number of other Faiths</b>	0
<b>No religious affiliation</b>	35 (24%)
<b>School Address</b>	St Helen's Catholic Primary School West Street Hoyland Barnsley S74 9DL
<b>Telephone Number</b>	01226 742172
<b>Email</b>	sthelens@federationcc.org.uk
<b>School Website</b>	www.federationcc.org.uk

# SUMMARY JUDGEMENTS

**OUTCOMES FOR PUPILS**

**2**

**THE PROVISION FOR CATHOLIC EDUCATION**

**2**

**LEADERS AND MANAGERS**

**2**

**OVERALL EFFECTIVENESS**

**2**

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 school's Collective Worship	1

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

- Pupils actively contribute to the Catholic Life of the school. Pupils are proud of their school and take an active part in all aspects of school life. Pupils reported feeling safe and adults around school sort problems out before they become serious.
- Pupils are keen to participate in all of the opportunities the school offers to put faith into action and they love to take on responsibility, for example the "Worship Team" plan and lead collective worship in KS1 classes.
- They express their own views and feelings with confidence and are able to recognise the Catholic tradition of the school. They show they understand their responsibility to be fair, just and forgiving to others.
- They are considerate and caring and this can be seen through the efforts they put into supporting and leading charity activities. Recently the Shoe Box Appeal, MacMillan Cancer Care, Mission Together and The Good Shepherd and other appeals have benefitted from the generosity of the community. The popular "Federation Friday" fundraising initiative has helped fund a "Dreamflight" for a past pupil.
- The school is a prayerful and joyful community and its Catholic character is reflected in the high quality environment evidenced in the corridors and classrooms.
- Standards of behaviour are exemplary; pupils are polite and alert to the needs of others. A parent reported "beautifully behaved children" at a recent school Mass.
- There is a clear sense of family evident in the quality of relationships and the supportive environment created by all members of the school community.

## **How well pupils achieve and enjoy their learning in Religious Education is good.**

- Through lesson observations and scrutiny of pupils' work, standards of learners' work in Religious Education are good and pupils are achieving in line with or above national expectations.
- Pupils express a strong interest in Religious Education lessons and they like the opportunity to be creative, to develop independence and to discuss religious matters with partners and in groups. They are keen to study scripture, at an age appropriate level, and engage enthusiastically during Religious Education lessons and say that "Teachers make Religious Education fun and make sure we understand what we are doing".
- Pupils are making good progress across the school and are able to articulate their knowledge of scripture and understanding of religious concepts.
- Pupils are able to access learning effectively because teachers plan tasks that are differentiated to match their needs. They apply themselves well, and cooperate willingly with each other when working collaboratively. Pupils with particular learning needs are very well supported by teaching assistants.
- They are able to respond to teachers' marking comments and can evaluate their own work through a consistent marking policy. Pupils reported "the teacher marks your work and we read the next step from the teacher and write our response in blue pen."
- Pupils show a passion and enthusiasm for their learning in Religious Education. Teachers have high expectations of pupils and this ensures that the work in their books is consistently attractive and well-presented.
- The "Come and See" programme is used very effectively supported by other resources and materials. Pupils acquire a good knowledge and understanding from early years and make good progress through the school.

## **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Pupils act with reverence and actively participate in all aspects of worship. They enjoy praying together in class, in school liturgies and in Mass. They are able to answer questions confidently and demonstrate good vocabulary.
- The pupils have an excellent understanding of religious seasons and festivals. Good quality prayer displays are evident in all classrooms and these reflect the liturgical year and themes being explored in the "Come and See" programme.

- Pupils are becoming more active in planning and leading prayer and worship. Working with the School Chaplain, they are actively involved in preparations for Mass, assemblies and liturgy ably led by the “Worship Team”.
- Parents attend and support liturgies and speak very positively about the experience. They report that the liturgical events are very moving and highly valued.

## 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 and how purposeful learning is in Religious Education good.

- Evidence shows that the majority of teaching is good with consistently high expectations. Teachers have good subject knowledge and their teaching takes into account pupils’ previous learning.
- Good open-ended questioning was observed in all classes. This enables pupils of all abilities to be challenged in their thinking and helps them acquire a deeper understanding of their work in Religious Education.
- Pupils enjoy their Religious Education lessons and the use of role play, drama and ICT helps to motivate their interest and understanding. The sharing of practice would enable more consistently high standards across the school.
- The highly committed subject leader supports the teaching of Religious Education and ensures that teachers have a secure understanding of the aims and objectives of each theme.
- Marking and feedback is having a positive impact on pupils’ learning. Pupils are able to respond to teachers’ marking and can evaluate and improve their work.
- Teaching assistants provide excellent care and support to pupils. They are deployed effectively and show sensitivity to pupils’ needs. They have a positive impact on the progress of both individual learners and groups of learners.

## **The extent to which the Religious Education Curriculum promotes pupils' learning is good.**

- Teachers use a variety of resources to enthuse and engage pupils in the teaching of Religious Education. For instance, the reception class have visited the church to see at first hand the baptismal font and other artefacts.
- The school devotes 10% of curriculum time to the teaching of Religious Education meeting the requirements of the Bishops' Conference.
- Progress is clearly evident in pupils' workbooks through the year with consistently high expectations set by all teachers.
- Use of cross-curricular links ensures lessons are relevant and engaging. Role-play, hot seating and multi-media presentations were observed during inspection. Pupils say that they enjoy the different strategies used by teachers and this "makes Religious Education fun to learn".
- The study of other world faiths such as Judaism and Islam help children respect other religious traditions.
- Behaviour for learning is exceptionally good with pupils rarely off task and lessons proceed without any interruptions.

## **The quality of Collective Worship provided by the school is good.**

- Collective Worship is central to the life of the school and plays a key part in meeting the spiritual needs of pupils. The Collective Worship Policy ensures a wide variety of celebrations are planned in line with the liturgical year.
- A range of gatherings take place each week and different members of staff are fully involved in leading these. A number of senior members of staff and the Chaplain plan and lead the whole school liturgies.
- The "Worship Team" lead prayer and plan different liturgies to ensure pupils are involved in taking responsibility for Collective Worship. This group is leading in a variety of ways the Collective Worship in school and is highly valued by the pupils and staff.
- Classroom focal points are of a high standard and provide a good focus for classroom based liturgy.

# 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

### **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 is good.**

- The Executive Headteacher has made a significant impact in leading and shaping the quality of school improvement. The Catholic life of the school is given high priority and all leaders are strongly committed to Catholic values and principles and these lie at the heart of the school's vision.
- School self-evaluation is comprehensive and accurate through effective monitoring strategies. The Religious Education and Catholic Life Development Plan ensure improvement is planned for and monitored carefully by leaders.
- St Helen's is a welcoming, caring and happy community. This is evident in the children's consideration for each other and the pastoral care provided by adults in the school. Children talk of "feeling safe" and report that adults "always listen to us and problems are sorted out before they become serious".
- The Governors are well informed about and actively involved in the school's Catholic Life. They are developing their role in ensuring the provision of the Catholic Life of the school permeates every aspect of school life on a daily basis.
- The parish priest regularly celebrates liturgies with the school and provides pastoral support. He plays a significant role in contributing to the Catholic Life of the school.
- Parents are consistently positive about the school and appreciate how well informed they are about school life through the school website.

**How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is good.**

- The Religious Education subject leader, working closely with senior leaders, is passionately committed to the school’s mission and works very effectively to promote it. She supports staff members well, giving appropriate guidance and conveying key information so that they can maintain the quality of provision. She has been pro-active in promoting the subject and ensures that new ideas and resources are disseminated to staff. She has also worked in partnership with the Federation in order to learn from practice elsewhere.
- The Self Evaluation Document provides accurate evidence of the school’s monitoring, analysis and areas for development. It gives an accurate picture of the Religious Education provision.
- The governing body is developing its role in its strategic involvement in developing and monitoring Religious Education in the school. The link governor is clearly ambitious and has worked closely with the Religious Education subject leader to monitor the provision of Religious Education in the school.
- Leaders ensure that parents know what is going on at school and how their children are progressing through regular communication, as well as information on the school’s website.
- There is a secure induction and mentoring system in place for new members of staff. This results in staff having confidence in delivering high quality lessons and a sound understanding of the “Come & See” Religious Education programme.

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

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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**The overall effectiveness of St Helen’s School in providing Catholic Education is good.**

- The Executive Headteacher, Head of School and Religious Education Coordinator are very effective in developing, monitoring and evaluating both the Catholic Life of the school and Religious Education.

- St Helen’s is a happy school where children feel supported and cared for. Children feel that issues are dealt with consistently and fairly. Pupils are well cared for and they are well supported in their learning, development and wider well-being.
- The provision offered by the school in developing Religious Education through a thoughtful and relevant curriculum is good and plays an important part in the moral, social, spiritual and social development of pupils.
- The improved provision for Collective Worship and prayer has been enhanced by the work of the “Worship Team” and by children being given the chance to prepare and lead prayer and liturgy.
- The school has successfully met the recommendations from the previous inspection and Diocesan Monitoring Report leading to a significant impact on improved school provision.
- Pupil behaviour is exemplary. Children are keen to learn and they are confident in expressing their own views and beliefs. They are considerate to each other and caring for anyone in need.

### **Recommendations:**

- To review the Mission Statement in collaboration with the Federation Schools.
- To further develop the role of the Worship Team in their role of supporting and leading child-led liturgy and prayer life in the home.
- To develop the role of a link governor to monitor and evaluate the Religious Education and the Catholic Life of the School.