

# DIOCESE OF SHREWSBURY

## DIOCESAN EDUCATION SERVICE

*...committed to encouraging 'fullness of life'*



### SECTION 48 INSPECTION REPORT:

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

School:	St Clare's Primary School
Address:	Hawthorne Road Lache Chester CH4 8HX
Tel No:	01244 682294
URN:	111311
Headteacher:	Mr T Daltrey
Chair of Governors:	Mrs F Arnott
Date of Inspection:	16 February 2011
Inspectors:	Mrs S Lyonette Mrs R Moores

## *Our Mission Statement*

*St. Clare's Catholic Primary School is a happy, caring and supportive community where all children are encouraged to develop to their full potential.*

*Our partnership of school, home, parish and community work together to provide a rich and stimulating learning environment.*

*The Gospel message is the focus of our school life, not only in celebration and prayer, but through all our work and play.*

## FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		21	19	21	14	12	16	24	127
Catholics on roll		7	7	7	4	4	8	11	48
Other Christian denomination		3	2	6	4	4	5	7	31
Other faith background		1	1	1	0	0	0	0	3
No stated religious affiliation		10	8	7	6	5	3	6	45
Number of learners from ethnic groups		2	1	1	0	0	2	0	6
<b>Total on SEN Register</b>									
		1	2	7	4	1	3	10	28
<b>Total with Statements of SEN</b>									
		0	0	1	0	1	0	0	2
<b>FSM</b>									
		6	5	7	4	8	5	8	43

Exclusions in last academic year	Permanent	0	Fixed term	2
Index of multiple deprivation	? (Highest deprived S.O.A. in Cheshire)			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Clare's	127
(also St Francis' Chester, although no children live in this Parish. A small number of children live in the nearby Parish of St Anthony's (Wrexham Diocese))	

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Chester Catholic High	8

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)		22.5	22.5	22.5	24.20	24.20	24.20	24.20	?

STAFFING	
Full-time teachers (includes Headteacher)	6
Part-time teachers	3
Total full-time equivalent	6
Support assistants	9
Percentage of Catholic teachers f.t.e.	5
How many teachers teach RE (P) f.t.e.	6
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	1

NAME OF SCHOOL	
Published admission number	21
Number of classes	5
Average class size KS1	20
Average class size KS2	22

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2009/10	Current financial year 2010/11	Next financial year 2011/12
RE	800	535	*
English	203	206	
Mathematics	80	399	
Science	368	95	

\* Unknown – The Way The Truth The Life- budgeted £2000

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>2</b>
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**How effective the school is in providing Catholic Education**

St Clare's Catholic Primary School provides a good Catholic education and has some outstanding qualities. The staff, governors and children know that "the Gospel message is the focus of our (their) school life, not only in celebration and prayer, but through all our (their) work and play" (Missions Statement).

Pupils enjoy their Religious Education lessons and by the time they leave for secondary school, attainment is good. Relative to their starting points some pupils make outstanding progress in their knowledge and understanding of the teachings of Jesus and what this means for them in everyday life. The atmosphere in the school reflects clearly the commitment and dedication of the senior leaders, staff and governors to providing an environment where all children are respected and learn to respect and accept differences of their peers. The response of the pupils to this commitment is evident, and their respect for each other and their awareness of others less fortunate than themselves, is a credit to all working and learning at St Clare's.

**In order to improve further, the school should:**

- Continue to develop assessment procedures as indicated in the school development plan so that senior leaders can be certain that there is consistency and accurate levelling across the whole school.
- Involve governors and staff in the strategic planning of Religious Education as an ongoing feature of the school development plan, to ensure the continued successful development of the Religious Education curriculum.
- Continue to develop the Collective Worship, which is a strength in the school, by involving the children more in the planning; actively consider opportunities for more children to lead assemblies or class prayer times.

<b>PUPILS</b>	<b>2</b>
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**How good outcomes are for pupils, taking account of variations between different groups.**

There are many good and some outstanding opportunities provided for pupils learning in St Clare's

The majority of the lessons observed were good and some had outstanding features. Pupils worked effectively as individuals, with partners and in groups; this enabled them to make the most of the learning opportunities provided, as well as developing independence, respect and tolerance.

Pupils expressed their appreciation for the care and support offered to them by all the staff working in school, and two children who had been to other schools agreed that this was "the best school" for them because it is "more friendly and (they) learn a lot".

They spoke confidently about the way the staff helped them with their work and were able to tell us about their favourite Gospel stories. Younger children also stated that the Year 6 pupils would look after them if they were upset.

Pupils told us that they have prayer tables and Bibles in their classrooms and learn about other faiths. They spoke at length about the many Charities they support and the variety of ways they raise funds.

During the whole school Collective Worship the behaviour and responses from pupils indicated that this is very much part of the Catholic life at St Clare's. The majority of pupils remained focused and joined in enthusiastically with the reflection after the story. There were also a number of thoughtful responses that indicated children were deepening their knowledge and understanding of the "Memories" topic. For example, one of the younger pupils said a "memory is a happy feeling of something that happened a long time ago" and another pupil reminded the school community that memories are sometimes sad.

Pupils engage positively with the learning activities planned for them by their teachers and they enjoy their learning in a happy and secure environment. The quality of learning and progress of some pupils, including those with particular learning difficulties is outstanding because of the quality of relationships within the school and the support offered to them.

**PROVISION**

**2**

**How effective the provision is for Catholic Education.**

All staff are committed to helping the children develop an understanding of Jesus' teaching and their subject knowledge enables teachers to guide and nurture the children in their care. Teachers' use of technology is a positive aid to learning in the Religious Education lessons and this is one example of why pupils enjoy their learning and are motivated to do their best.

Assessment has been developed since the last inspection and teachers are gaining in confidence when assessing the children's understanding and knowledge. However there are some aspects of assessment, already highlighted in the school development plan, that need to be addressed. These include providing more opportunities for moderating children's work to ensure that expectations are consistent in all age groups. The school's portfolio of work illustrating each level will be useful and will support the teachers' judgements. When these procedures are more embedded and consistently applied, the effectiveness of what teachers plan will improve.

There are a range of beneficial activities and experiences offered to the pupils, and these include retreat days and residentials for pupils in Y2 – Y6.

There are a range of opportunities for parents and governors to attend Masses and assemblies and class collective worship is planned and evaluated by the class teachers.

School and class Masses are a particular feature of the school's spiritual development and these are well attended and enjoyed by the parents and governors.

Pupils also told us that they enjoy learning about other faiths throughout the year and the Religious Education leader has planned an INSET day when all staff will visit a number of places of worship in Liverpool.

The quality of Collective Worship is good and is given a high profile in the school; it is well planned and evaluated by teachers who regularly lead whole school worship. However pupils would benefit from more opportunities to plan and lead assemblies and class prayer times.

**LEADERS AND MANAGERS**

**2**

**How effective leaders and managers are in developing the Catholic Life of the school**

The leaders and managers carry out their roles within the spirit of the school Mission, so that "St Clare's Catholic Primary School is a happy, caring and supportive community where all children are encouraged to develop to their full potential", (Mission Statement) Relationships in the school are built on respect and trust. These values permeate through the day to day life in school because of the calm, enthusiastic dedication of the Headteacher, which is affirmed by members of the school community, and the support and hard work of the team at St Clare's.

The provision for pupils' spiritual and moral development is effective because the Headteacher, Religious Education leader and all staff are excellent role models for the pupils. They have successfully implemented the SEAL programme into the 'Here I Am' curriculum, and this, they believe, is also having a positive impact on this important area of the children's development.

Senior leaders are planning further developments in the monitoring and evaluation of Religious Education and more regular books scrutiny, as well as audits of staff strengths and areas for development will ensure that assessments are accurate and consistently applied.

Governors are welcome in school and are highly supportive of the Headteacher and staff. They are well informed about school life and make a significant contribution to the Catholic life of the school. The implementation of a more strategic plan for Religious Education development, staff training needs and attainment and progress of children, would further improve both the support and challenge offered to the senior leaders.

The questionnaires returned by parents indicate overwhelming support for the staff and the education they provide for the children. However, only sixteen responses were received, which represented twenty children. The pupils' questionnaires indicated clearly that they feel valued and safe, and know that there is always someone to go to if they are worried.

The Headteacher and senior leaders have created many varied and good quality opportunities to develop excellent partnerships with groups and organisations in the community. These include a special relationship with Chester Catholic High School, which enables pupils from both schools to benefit from the activities arranged. Y6 take part in a retreat, Junior SVP visit St Clare's once each week and other year groups are involved in many joint activities with the High School. Links are also being developed with, and welcomed by neighbouring Lache Primary School. The senior leaders and governors are also committed to the on-going development of the partnership between school and parish and the recent appointment of the Parish Priest has enabled this partnership to grow in a number of areas including preparation for the sacraments. Numerous examples of the school's involvement with charities were also evident and includes support for CAFOD, Mission Together and more recently links have been established with Ss Peter and Paul Catholic School in Uganda.

The senior leaders, staff and governors are clearly committed to the promotion of community cohesion and make time to take part in, and contribute to, many projects and experiences that deepen the pupils' appreciation of the importance of community and acceptance of differences within that community.

## INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	
How effective the school is in providing Catholic Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	2
The school's capacity for sustained improvement	2

<b>PUPILS</b>	
How good outcomes are for pupils, taking into account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education	1
• <i>The quality of pupils' learning and their progress</i>	1
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	1
• <i>Pupils standards of attainment in Religious Education</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	2
How well pupils respond to and participate in the school's collective worship	2

<b>PROVISION</b>	
How effective the provision is for Catholic Education	2
The quality of teaching and how purposeful learning is in Religious Education	3
The effectiveness of assessment and academic guidance in Religious Education	3
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	2




<b>LEADERS AND MANAGERS</b>	
How effective leaders and managers are in developing the Catholic life of the school	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1

## PUPILS' QUESTIONNAIRE

(Y6) Total: 19

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	8	6	5	0
2	Do you find out new things in Religious Education lessons?	12	3	4	0
3	Are your Religious Education lessons interesting and fun?	8	10	1	0
4	Do you get help when you are stuck?	14	4	1	0
5	Do you have to work hard?	8	8	3	0
6	Do teachers show you how to make your work better?	14	3	2	0
7	Do other children behave well?	1	10	7	1
8	Are teachers fair to you?	14	5	0	0
9	Do teachers listen to your ideas?	15	2	2	0
10	Are you trusted to do things on your own?	14	4	1	0
11	Do you enjoy your times of prayer together?	11	4	3	1

(Y2) Total 18

	Dear Children, Please put a tick under the face that you think is your best answer to each question. Thank you	yes 	sometimes 	no 
1	I like being at this school.	10	7	1
2	I learn new things in Here I am lessons.	14	4	0
3	I enjoy learning about Jesus and how to live as His friend.	14	4	0
4	I have to work hard.	13	4	2
5	My teacher helps me when I get stuck so I can make my work better.	12	5	1
6	My teacher listens to me.	15	3	0
7	When I am unhappy there is always an adult I can talk to.	14	4	0
8	I get praise when I do my best	10	8	0
9	Other children are kind and behave well	10	8	0
10	I am happy on the playground.	9	9	0
11	I am allowed to help in class and around school.	13	3	2
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	14	2	2

## PARENTS' QUESTIONNAIRE

Number of questionnaires distributed : ?

Number of questionnaires returned: 16

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	13	3	0	0	0
2	I am happy with the values and attitudes that the school teaches	12	4	0	0	0
3	I am made to feel welcome in school	13	3	0	0	0
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	8	7	0	0	1
5	The school gives me a clear understanding of what is taught in Religious Education	10	6	0	0	0
6	The school enables my child/ren to achieve a good standard of work in Religious Education	11	5	0	0	0
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	6	9	1	0	0