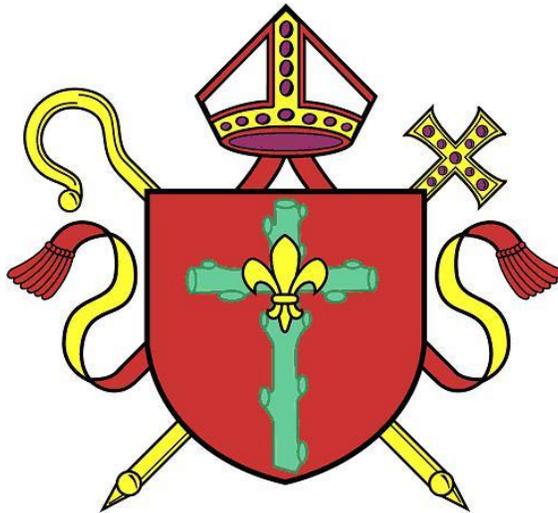


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Margaret's Catholic Primary School
Glossop Road
Gamesley
Derbyshire
SK13 6JH

3 December 2012
(Autumn Term 2012)

URN: 112911

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Saint Margaret's Catholic Primary School
Headteacher:	Mrs Margaret Hyde
Chair of Governors:	Mr Andrew Cartwright
Date of Inspection:	3 December 2012
Inspection Team:	Mrs Anne Recchia
URN:	112911
Overall Grade Awarded:	3

Description of the school

Saint Margaret's is a small Catholic primary school with a part time nursery situated in large grounds at the southern edge of Gamesley in the north west of the Diocese. It serves the parish of The Immaculate Conception, Broadbottom and the school serves as a Mass centre for the parishioners who live in and around Gamesley. There are 46 full time pupils on roll and 10 pupils attend the part time nursery. 42% of full time pupils are baptised Catholics, 52% are from other Christian denominations and a further 6% from other World Faiths. The school roll has fallen since the last inspection with now only half the number of pupils it had five years ago. Most classes are taught in mixed year groups. Almost all pupils are from a White British background. The proportion of pupils supported at 'school action' is average. Those statemented or supported at 'school action plus' is below average. The headteacher at the time of the last inspection left in December 2011. The current headteacher (an executive headteacher) was appointed in January 2012 and also leads a neighbouring Catholic school through an informal federation arrangement, although the two schools have separate governing bodies. Pupils in Year 6 from the neighbouring school are taught alongside the four Year 6 pupils at Saint Margaret's. They remain registered at their own school.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Saint Margaret's is a satisfactory Catholic school with some good features. Pupils enjoy coming to school and say they feel valued and well cared for. Behaviour is good and contributes well to the overall ethos of the school. Pupils' attainment and progress in Religious Education is satisfactory overall with some pupils making more progress in some year groups than others. Leaders and managers are effective to a satisfactory level in developing the Catholic life of the school. The large turnover of staff and lack of leadership since the last inspection has impacted on the school's capacity to drive through improvements for the pupils. The appointment of the executive headteacher and new leadership team have given stability to the school and there is now a clear focus on improvement. The governing body is supportive of the school but has lacked the appropriate and necessary systems and skills to hold the school to account in the past. Provision is effective to a satisfactory level in promoting Catholic Education. Inconsistencies in teaching across year groups have led to pupils making insufficient progress in Religious Education in some year groups. Assessment and tracking of pupils' attainment and progress in Religious Education is only recently beginning to have an impact on teaching and learning and needs to be embedded more fully.

Overall effectiveness	Grade: 3
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What does the school need to do to improve further?

- Raise achievement in Religious Education by ensuring that teaching is consistently good or better by:
 - Developing the use of Assessment for Learning in order for all pupils to know how well they have achieved and to understand how they can improve their work further in Religious Education;
 - Using assessment data for Religious Education to inform planning in order to set challenging targets for all pupils;
 - Ensuring that tasks in Religious Education lessons are well differentiated to meet the needs of all learners.
- Ensure that governors have robust systems in place to monitor and evaluate the work of the school including developing skills to analyse data and ask searching questions of the leadership team in order to hold leaders and managers to account.
- Develop pupils' skills in the planning and leading of prayer and worship

The school's capacity for sustained improvement

The executive headteacher is a strong and supportive leader and has brought stability to the school. The leadership team and staff share her vision for improvement. She has established good systems to monitor and evaluate the work of the school and identify its strengths and areas for improvement. Realistic plans are in place to address weaknesses and develop the school further. The informal federation arrangements have had a positive impact on teaching and learning and are set to continue. As a result, the school has a good capacity for sustained improvement after a period of uncertainty about its future.

The school's capacity for sustained improvement	Grade: 2
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PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Pupils enter the school with little or no knowledge of the Catholic faith. They make good progress in the Foundation Stage with the majority of pupils able to recognise simple Bible stories, signs and symbols and having an awareness of right and wrong by the end of the Key Stage. In 2011/12, approximately half of the pupils achieved age appropriate levels in Religious Education as they entered Key Stage 1. However, due to the fluctuating nature of the intake and sometimes very small cohorts, statistical information can vary greatly from year to year. Currently, there are only 2 children in the Reception class. By the end of Key Stage 1, less than half of the pupils are working securely at the level expected for their age. However, the small cohort currently in Year 2 are mostly on target to achieve age level expectations by the end of the academic year. Standards and progress in Religious Education at Key Stage 1 are satisfactory. By the end of Key Stage 2, there is a similar picture with half of the cohort confidently attaining levels appropriate to their age. The current very small cohort of pupils in Year 6 is gaining confidence by working with pupils from the neighbouring school and is making relatively good progress but is unlikely to achieve levels that will exceed those gained in the previous years as they entered the final year of the Key Stage at a very low starting point. Progress and attainment therefore remains satisfactory at this Key Stage.

Most pupils work effectively when provided with appropriate tasks and guidance but lack the confidence to improve the quality of their work, as they are unclear about the next steps in their learning. Pupils need to develop the skills to evaluate their own work and that of their peers against the targets that have been set for them. Pupils generally enjoy their Religious Education lessons. They tend to work steadily and occasionally show high levels of interest and enthusiasm. The work in pupils' books is generally of a satisfactory level with some inconsistencies in presentation and content across year groups. In some classes, there is insufficient work in the books which suggests that not enough time has been given to ensure that the individual topics have been covered in sufficient depth. To ensure more rapid progress, this inconsistency needs to be addressed as a matter of urgency.

Most pupils are keen to participate and play a part in developing the Catholic character of the school. They generally take direction from adults but have a voice in some decision making through the school council. A voluntary prayer group has been organised by a group of Year 6 pupils (mostly children from the neighbouring school), which has had a positive impact on the prayer life of the school and is gradually involving more pupils from Saint Margaret's. There is a good sense of community amongst the pupils who are open to change and have positively embraced the new initiatives introduced in relation to the soft federation. Pupils find it difficult to articulate the distinctive nature of the school but can appreciate that Saint Margaret's is making a difference to their lives especially in their behaviour towards one another and those less fortunate than themselves. Incidents of bullying and racial harassment are very rare.

Pupils readily take part in acts of collective worship and prayer. They act with reverence and respect and sing joyfully. They are keen to take a more active role in planning and leading worship but at present lack the skills to do this. Much of the collective worship is

adult directed with the inclusion of some prayers written by the pupils. The school's senior leadership team is aware of the need to develop this aspect of worship.

How good outcomes are for pupils, taking account of variations between different groups

Grade: 3

LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

After a period of instability since the last inspection, the current headteacher was appointed in January 2012. She has undertaken a range of monitoring and evaluation activities that have given the school a clear picture of its strengths and areas for improvement. The recent appointment of an assistant headteacher has further strengthened the leadership team. They share a commitment to the mission of the Church and are working hard to address areas for improvement through a realistic and challenging school improvement plan. This is beginning to have an impact on the quality of teaching, outcomes for pupils, and the provision of a broad and balanced curriculum. The leadership team has benefitted from the support of teachers, governors parents and pupils from both Saint Margaret's and the neighbouring Catholic school in its move to an informal soft federation. As a result, opportunities to share good practice and monitor and evaluate the work of the school are beginning to have an impact on outcomes for pupils.

The assistant headteacher has taken over the role of Religious Education coordinator after lengthy periods of inconsistent leadership. She is establishing rigorous systems for assessment, monitoring and evaluation of the subject. These systems now need to be fully embedded and monitored in order to inform planning, raise standards and ensure that progression over time is consistently good across all year groups. The coordinator has used support and training from the diocese effectively to introduce the new Religious Education programme and to increase the confidence of teachers in the levelling and moderating of pupils' work. This has led to more accurate assessment of the attainment and progress of pupils and a more targeted approach to underperformance.

There is a common sense of belonging at Saint Margaret's School. Pupils feel valued and respected and in turn show respect for each other and adults within the school. They are given regular opportunities to work with pupils from other backgrounds both within the school and through the partnership with All Saints School and other schools in the area. The local community and parish use the school on a regular basis. The school is benefitting from the support of local groups in enhancing both in class and outside provision for the pupils. The school provides regular information for parents on the events in school and the attainment and progress of their children. The leadership team is aware of the need to strengthen the links between home and school further, making parents more active participants in their child's education.

The school has good links with the parish; the parish priest is very supportive of the new leadership team and its commitment to strengthening the school and parish connections. The senior leadership team is aware of the need to provide further

opportunities for pupils to learn about other faiths through visits to places of worship and visitors to the school.

Since the last inspection, there have been prolonged periods of time when there was not a complete complement of governors and no full governing body meetings. This has been addressed and the governors are now beginning to develop the capacity and the skill set to support the school and hold it to account, but further training and development is required. Governors are now more aware of the school's strengths and weaknesses and understand the challenges it faces but now need to implement more robust systems and skills for monitoring and evaluating the Catholic life of the school and standards in Religious Education. They are very supportive of the new leadership team but rely too heavily on the headteacher to provide information and set appropriate priorities for improvement. They do engage with parents through questionnaires and open evenings and as a result, are becoming more aware of stakeholders' views and concerns.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 3
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PROVISION How effective the provision is in promoting Catholic Education

The quality of teaching overall is satisfactory with good teaching evident in some classes. In these classes, lessons are well prepared and tailored to the needs of the pupils as a result of good assessment and target setting. Pupils in these classes are challenged to do their best and teachers have high expectations; therefore pupils make good progress. A range of strategies are used to engage pupils in their work and little time is wasted through misbehaviour. In order to raise levels of attainment and progress throughout the school further, this good practice needs to be more consistent across all year groups. Teaching assistants give satisfactory support to individuals and groups of learners. In classes where they are clear about the learning intentions and have been well briefed by the teachers, they are able to provide more focused support to pupils.

The tracking of pupils' attainment and progress has become more accurate over the last year as teachers' confidence in the levelling of pupils' work has increased. The use of this information is still in its infancy and as yet is not always used to set challenging targets for pupils and tackle under achievement. The use of target cards has been introduced during the Autumn Term 2012 but is not yet fully embedded to have an impact on pupil progress. Teachers should focus on the consistent use of evaluative feedback through marking and discussions to provide pupils with the information to improve their work and understand the next step in their learning.

Teachers have welcomed the introduction of the new Religious Education programme 'Come and See'. They are creating opportunities for pupils to become more involved in lessons as a more creative approach is being introduced. Resources such as new technology are used effectively to enhance learning. The curriculum provides good opportunities for spiritual and moral development. Religious Education lessons are planned with the support of the Religious Education coordinator who also teaches the subject in each class once a week. Planning includes differentiated activities that cater

for the needs of all the pupils, however, this differentiation is not always apparent in the pupils' workbooks over time.

Prayer and worship are given a high profile in the school and pupils are provided with opportunities to participate in a variety of ways. Acts of collective worship are generally well planned and consistent with the Catholic character of the school and responsive to local circumstances. Mass is celebrated regularly and there are a range of formal and informal opportunities for daily prayer. Staff and pupils pray together as a community. Parents and members of the community are regularly invited to attend the liturgies provided by the school. Pupils' leadership and planning of worship is at an early stage and needs further development.

How effective the provision is in promoting Catholic education	Grade: 3
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Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	3
How good outcomes are for pupils, taking particular account of variations between different groups.	3
How effective leaders and managers are in developing the Catholic life of the school.	3
How effective the provision is in promoting Catholic education.	3
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	3
How well pupils progress and enjoy their learning in Religious Education.	3
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	3
<i>the quality of pupils' learning and their progress;</i>	3
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	3
The extent to which pupils contribute to and benefit from the Catholic life of the school.	3
How well pupils respond to and participate in the school's Collective Worship.	3
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	3
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	2
How effectively leaders and managers promote community cohesion.	2
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	4
How effective the PROVISION is in promoting Catholic education.	3
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.	3
The quality of Collective Worship provided by the school.	3