



## DIOCESAN CANONICAL INSPECTION REPORT

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

### St Mary's Catholic Primary and Nursery School

Broadway, Derby, DE22 1AU

<b>School URN:</b>	112916
<b>Inspection Date:</b>	05 March 2018
<b>Inspectors:</b>	Mrs Helen White and Mrs Siobhan Minford

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Mary's Catholic Primary and Nursery School is an outstanding Catholic school.**

- The quality of Catholic Life at St Mary's is outstanding. There is a strong sense of belonging and the school has established a family atmosphere where everyone feels valued and supported. Pupils are encouraged to support each other and to make a positive contribution to the life of the school and beyond in a variety of ways. Pupils now need to demonstrate that they show commitment in order to become part of the chaplaincy team.
- The quality of Religious Education is good. Pupils enjoy their lessons which are blocked into a morning session from the start of the school day until lunchtime. Pupils benefit from a variety of teaching styles and cross curricular approaches during Religious Education lessons. This area is not yet outstanding because of too much scaffolding of pupils' work due to the over use of worksheets. However, the school has the skills and expertise within the senior leadership team to address this concern swiftly. The capacity to improve is strong.
- The quality of Collective Worship is outstanding. Worship is central to the life of the pupils and the staff within the school. Pupils are comfortable reciting formal prayers and composing their own prayers. Staff are skilled in encouraging and supporting pupils with this, both in the planning and delivery of their Acts of Worship. All pupils taking part in prayer and hymns are respectful and reverent. Staff also pray together on a regular basis; this helps to build a sense of belonging and friendship amongst the staff.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Mary's is a larger than average sized primary school.
- St Mary's is a diverse Catholic community drawing from a city wide catchment. It serves the Parishes of St Mary's, Holy Family and Christ the King, Derby as well as All Saints' Parish in Ashbourne.
- 57% of pupils on roll are baptized Catholics, 18% are from other Christian denominations and 6% are from other faith backgrounds. 20% of pupils have no religious affiliation.
- 12% of pupils have SEN and/or a disability and 22% of pupils are eligible for pupil premium funding.
- Since the last inspection, the school has seen an increase of pupils with English as an additional language (EAL) which is now at 49%.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Governors need to be more involved with the school's evaluation processes in all three areas of the inspection framework so that as leaders of a Catholic school they have a deeper understanding of:
  - the depth and breadth of the Catholic Life of the school.
  - standards of attainment and the rate of pupils' progress in Religious Education.
- The school should continue to develop links with the four parishes it serves.
- To raise standards in Religious Education by:
  - reviewing the use and frequency of worksheets in order to scaffold pupils' recorded work.
  - providing more opportunities for extended pieces of written work.
  - ensuring that where pupils have not been accurate in their self-assessment, teachers identify for pupils why they have not yet met a level and what they need to do in the future to attain this level in their marking comments.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	<b>1</b>
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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**

- Catholic Life is a high priority to everyone in the school. All pupils are at the centre of planning and evaluating and all ideas for its development by pupils are valued and acted upon. This is carried out through their roles within the School Council, Chaplaincy Team, Prayer Group and Bible Story Club. The Bible Story Club read and perform to the school but also to a neighbouring care home. The pupils deeply value and respect the Catholic tradition of the school and their links with the Parish community and the Sisters of Mercy.
- Pupils have a deep experience of belonging and they are proud of their school identity which is guided by their mission statement. The mission; SPIRIT (Successful and striving for success; Prayer and faith; Independent learners; Resourceful and reflective; Inspirational; Team player who thinks of others), is embedded in their work and play and is woven through all aspects of school life.
- In a recent review of the mission statement with pupils and parents, classes decided to choose charities that they wanted to support and this has become a major focus of their Lenten almsgiving campaign.
- The behaviour of all pupils is exemplary; this was seen by inspectors in lessons and around the school. Pupils take full advantage of the opportunities that the school provides so they are happy and confident. This is supported by the work on Growth Mindset which is evident around the school.

### **The quality of provision for the Catholic Life of the school – outstanding**

- The school's behaviour policy is deeply rooted in Gospel values. Pupils benefit greatly from this; they use it as a guide on how to conduct themselves and as a result, behaviour around the school is excellent. From Foundation Stage through to upper Key Stage 2, pupils have an age appropriate understanding of the precepts of reparation and forgiveness.
- The highest standards of pupils' behaviour are promoted through the clear and consistent communication of high teacher expectations.
- Teachers support sacramental preparation; giving up personal time to support pupils and parents. Staff have created a joyful and supportive community for pupils. This sense of belonging and community is borne out by the words of a teacher who stated, 'it takes a village to raise a child'. This shared sense of community is also apparent amongst staff and morale is therefore high.
- In all parts of the school, there are messages which promote the value and worth of all pupils and staff. There are many spaces where resources are accessible to everyone that support and enable the school's Catholic identity to be explored and developed.
- Staff open their doors each morning to encourage parents to share in their pupils' morning starters, as a result parents feel welcome and included in the education of their children.

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

- The school's leadership is deeply committed to the Church's mission in education. Through consistent and inspirational posts on social media, the headteacher communicates the school's ethos and values. The whole school focus on the revision of the mission statement consolidated purpose and direction for the school community.
- The drive to improve and deepen the Catholic Life of the school is evident in the creation of a new space that will become the school Chapel. This will be used for class liturgies and quiet reflection. The school is eagerly awaiting its completion.
- The lay chaplain is highly effective in providing support and encouragement to all staff as they promote the Catholic Life of the school. They engage in a continuous professional development programme with staff and this impacts positively on staff confidence and capacity. They are very well supported by additional support staff with whom they work very effectively.
- As leaders, the governing body consistently communicates high expectations of the Catholic Life of the school. They support the headteacher and senior leadership team in realising the vision of the school, being proactive in appointing the lay chaplain.
- Governors now need to be more involved in the school's evaluation processes so that they have a clear and strategic overview of the depth and breadth of the Catholic Life of the school and how this impacts on staff, pupils and parents.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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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 – outstanding**

- Prayer is central to school life at St Mary's. The mission prayer is said and known by all children and staff and is central in all acts of worship. There is a tangible atmosphere of enthusiasm during acts of worship and pupils are empowered, through adult support and the provision of a wide range of resources, to develop, lead and evaluate acts of worship.
- A more consistent approach to the development of liturgies has enhanced pupils' understanding so they are confident with a range of traditional and contemporary materials and music. This is supported by the lay chaplain and other staff.
- The experience of living and working in a praying community has had a profound and visible effect on the development and behaviour of all pupils. As there is a diverse range of cultures and different faith backgrounds in the school this inclusion and celebration of difference is at the core of all that is done.
- Pupils voluntarily give up their free time to participate in prayer and worship activities. Their attendance at Prayer Group and Bible Story Club is a prerequisite for membership of the Chaplaincy Team. Pupils see their chaplaincy team role as one of supporting their peers to understand and extend their faith further.

### **The quality of provision for Collective Worship – outstanding**

- Collective Worship has a clear purpose, message and direction in the school. The success and impact of this can be seen as the headteacher has had to create a rota system to accommodate parents wishing to attend class and whole school liturgies.
- Class teachers and the lay chaplain are skilled and knowledgeable in supporting pupils' understanding of the liturgical year and the rites that are observed in each season. This was evident in the observed whole school act of worship and in individual class prayer areas.
- The provision of time dedicated to Collective Worship means that children are able to experience a variety of liturgical themes. Flexibility is built in to class liturgies so that pupils can respond to world events such as the refugee crisis.
- The lay chaplain is skilled in planning and delivering prayer opportunities with pupils and staff. These are highly valued by everybody.
- The liturgical year is well evidenced in displays and focus areas around the school. The observed whole school Collective Worship demonstrated strong liturgical links to the season of Lent.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – good**

- Liturgical and spiritual development is part of the professional development cycle for all staff. The headteacher and the Religious Education subject leader leads a 'Come and see for yourself' liturgy at the beginning of each new topic and incorporates key themes to support a consistent approach across the school.
- Leaders and staff are highly visible as leaders of Collective Worship both inside of school and in the wider community. Teachers and support staff attend the First Holy Communion celebrations across the four parishes.
- Leaders and managers regularly review Collective Worship as part of their self-evaluation process. They seek the views of pupils and parents and are keen to promote and extend the opportunities for Collective Worship where possible. The development of the new school Chapel will meet a growing demand to share as a school community.
- Leaders and managers keep up to date with changes and developments in Collective Worship through regular attendance at diocesan training events.
- Due to the ethos of the school, one member of staff has been received into the Catholic Church.
- As a result of the evaluation of Collective Worship, governors should have a vision of how it is developing in the school and what steps need to be taken to deepen children, staff and parents' experiences even further. This is an area for further development.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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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 – outstanding**

- Pupils are enthusiastic about their Religious Education; they speak positively about their lessons. The pupils valued the 'block timetabling', which means that each class is working on Religious Education for one morning a week. Pupils commented on this when speaking to inspectors and explained this as 'work isn't rushed and topics are covered thoroughly'.
- During lessons, almost all pupils are on task and focussing on the set task. Pupils were keen to answer questions and take part. Inspectors saw a variety of teaching styles during the inspection from more formal teacher led lessons to drama being included in the lessons. This enables pupils to develop a wide range of skills, allowing them to work independently and as part of a team.
- Pupils take pride in their work; their Religious Education books are well presented. Work scrutiny showed that pupils' presentation of their Religious Education work is at a high standard. However, teachers need to be mindful about using too many photocopied worksheets to scaffold pupils' recording, especially in Key Stage 2 where more opportunities need to be given for pupils to record extended pieces of writing in Religious Education.
- Behaviour in lessons and around the school is outstanding. If any pupils lost focus on their work they were quickly settled back to their task by adults in the room.
- The standards of attainment on entry to the school (in Religious Education) are below average. By the end of Key Stage 2, most children's standards of attainment in knowledge and understanding and their ability to reflect on meaning are average/above average when compared to diocesan averages.
- There are no significant variations between groups: Special Educational Needs, (SEN), English as an Additional Language (EAL), pupils make at least expected progress. Free School Meals (FSM) pupils make more than expected progress so that by the end of Key Stage 2, from lower starting points the majority are working at age-related expectations.

### **The quality of teaching and assessment in Religious Education – good**

- Teaching is mainly good with some examples of outstanding teaching. During the inspection staff used a range of teaching styles to engage learners and capture interest. Questioning is good and other adults are deployed effectively. The use of 'driver words' during lessons and when teachers were speaking to pupils was obviously well embedded. Inspectors observed pupils using the 'driver words' on displays and on the Religious Education working wall to identify their next steps in learning. Teachers provide very positive and effective pupil management motivating the children, minimising distractions and encouraging independence.
- As a result, most pupils and groups of pupils, including EAL, FSM and SEN pupils make good progress over time.
- Good marking and constructive feedback was consistent in all books scrutinised. The school has embedded two stars and one wish as their marking strategy. This links succinctly to the assessment and levelling of work carried out by the teachers and supports the levelling process. The consistent use of this marking practice was evident throughout all classes from EYFS through to Year 6.
- Pupils are involved in how well they achieve by completing self-assessment sheets for the assessed piece of work. Most pupils at St Mary's are extremely confident in their achievements but are not yet accurate in their self-assessment.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good**

- Due to good leadership of the headteacher, there is a shared common vision between the headteacher, the subject leader for Religious Education, the lay chaplain and the governors. As a result, Religious Education holds a prominent place within the school.
- The headteacher and the inclusion group meet on a weekly basis to scrutinise a year groups subject exercise books, this includes Religious Education books and relates to the provision and outcomes in Religious Education. Their analysis provides a firm basis for appropriate diagnosis of the school's strengths and areas for development. As a result, Religious Education planning is founded on sound evidence and data.
- Leaders and managers provide good support to staff, including new staff. The subject leader for Religious Education has written a staff induction book which mainly supports staff in the teaching and assessment of Religious Education. School leaders have more recently encouraged team teaching to support both teachers who are not Catholic and those who are less experienced.
- Class sizes are relatively small across the school ensuring a high adult pupil ratio during lesson times.
- Governors meet with the headteacher and the subject leader for Religious Education in order to receive updates on progress and to scrutinize pupil assessment information for Religious Education.
- The school has a number of external links; these were mentioned during the morning act of worship and included a link with another St Mary's Primary School in New Zealand who had made contact as part of a project to contact St Mary's schools across the world. This link enriches the pupils' learning and provides an important connection to our faith within the wider community.



## SCHOOL DETAILS

<b>School Name</b>	St Mary's Catholic Primary and Nursery School
<b>Unique Reference Number</b>	112916
<b>Local Authority</b>	Derby

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law 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 9 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 lay chaplain. 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 information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Emma Farmer
<b>Headteacher:</b>	Mrs Amanda Greaves
<b>Date of Previous School Inspection:</b>	20 March 2013
<b>Telephone Number:</b>	01332 554831
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

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

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	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.
<b>Grade 4</b>	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.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.