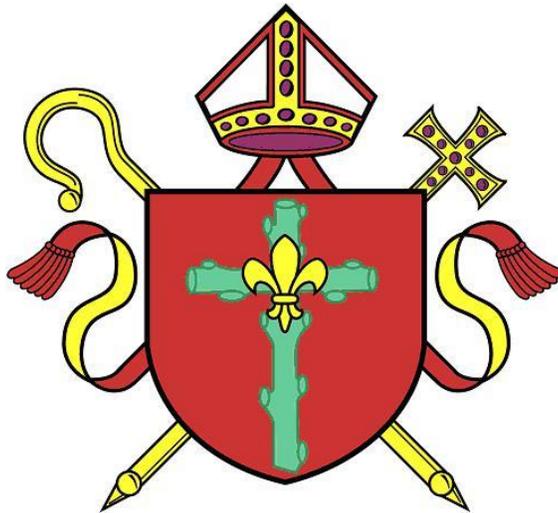


# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Mary's Catholic Primary and Nursery School  
Broadway  
Derby  
DE22 1AU

20 March 2013  
(Spring Term 2013)

URN: 112916

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Saint Mary's Catholic Primary and Nursery School</b>
<b>Headteacher:</b>	<b>Mrs Amanda Greaves</b>
<b>Chair of Governors:</b>	<b>Miss Anna Zimand</b>
<b>Date of Inspection:</b>	<b>20 March 2013</b>
<b>Inspection Team:</b>	<b>Mrs Anne Recchia &amp; Mrs Jane Monaghan</b>
<b>URN:</b>	<b>112916</b>
<b>Overall Grade Awarded:</b>	<b>2</b>

### Description of the school

Saint Mary's is a much larger than the average-sized primary school. The school serves the parishes of Saint Mary's Derby, Holy Family, Derby, Christ the King, Derby and All Saints, Ashbourne. 67% of pupils on roll are baptized Catholics, 16% have been baptized in other Christian traditions and 3% are from other faith backgrounds. 14 % of all pupils have no religious affiliation. The majority of pupils are from a White British background. A larger than average proportion are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average. A higher than average proportion of pupils leave or join the school partway through their primary school education. Fewer pupils than average are known to be eligible for free school meals and the pupil premium (additional government funding). However, the proportion of pupils known to be eligible for free school meals has risen sharply in recent years.

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

### Overall effectiveness

Saint Mary's is a good school with some outstanding features. From a low starting point, pupils make good progress throughout Foundation Stage and Key Stage 1. This good progress continues into Key Stage 2 with almost all pupils reaching age related expectations in Religious Education and a significant number attaining above expectations in all strands of each attainment target. Pupils' behaviour is exemplary and relationships in the school are good. The pupils' response to and participation in Acts of Worship is gaining momentum.

The school is well led by its committed and enthusiastic headteacher and senior leadership team. The Catholic life of the school is developing to a good standard. Governors' statutory and canonical duties are met and they are aware of their strategic role in providing challenge and support so that the Catholic dimension of school life can be fully developed. Rigour needs to be applied to their analysis of data in Religious Education.

The quality of teaching in Religious Education in Saint Mary's is good ensuring that learning is purposeful. The development of Assessment for Learning strategies and consistent use of good marking will develop this further. The quality of Collective Worship will be further enhanced when pupils have ownership in planning and delivering liturgies.

<b>Overall effectiveness</b>	<b>Grade: 2</b>
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### What does the school need to do to improve further?

The school should focus on the following areas for development:

- Develop the use of Assessment for Learning strategies in Religious Education so that, particularly through marking, there is a consistent whole school approach.
- Consolidate the use of 'driver words' in Religious Education as this will enhance pupils' understanding of how well they have achieved and how they can improve their work further.
- Continue to develop pupils' role in monitoring and self-evaluation of Religious Education, prayer and worship.
- Develop pupils' skills and provide a more structured approach so that they can plan and lead their own Acts of Worship.
- Governors should develop a more rigorous approach to their analysis of data for Religious Education in order to challenge and hold the school to account more effectively.

<b>The school's capacity for sustained improvement</b>	<b>Grade: 2</b>
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The school has a good capacity for sustained improvement. Since the last inspection, outcomes for pupils continue to improve. Issues in the last report are being effectively addressed by the headteacher and senior leadership team. Leaders and managers have a good grasp of areas requiring development so the school can continue to move forward. The headteacher and managers have a clear vision for Saint Mary's and are well placed to lead the school to further success.

## **PUPILS**

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

The majority of pupils enter the school with little or no religious literacy but make good progress during their time in the Foundation Stage. They quickly acquire knowledge, understanding and skills that enable them to recognise and identify religious symbols, artefacts and simple stories from scripture. Pupils become familiar with formal and informal prayer and are at ease praying in a classroom setting and the wider school community. By the end of Key Stage 1, pupils' attainment in Religious Education is good. There is no significant difference in the progress of different groups of pupils across the school. However, pupils with English as an additional language make more than expected progress due to the good level of support they receive. By the end of Key Stage 2, almost all pupils reach age related expectations in Religious Education with a significant proportion attaining above expectations in all strands of each attainment target.

Pupils' behaviour in class is exemplary resulting in high levels of concentration and engagement in lessons. Most pupils apply themselves well and are excited about their learning. They work cooperatively in groups and independently seeking to produce their best work. Older pupils take on a range of responsibilities willingly, and have a voice in the formation of the Catholic life of the school. They are beginning to have a role in the process of evaluation both of their Religious Education and prayer and worship in the school. This is an area for further improvement that the school has already identified. Relationships in the school are good. Pupils act with respect and appreciate the support they receive from the adults within the school community. Pupils support a range of national and local charities and aware of the needs of others both in and beyond the school. The pupils thrive in an atmosphere of tolerance and inclusivity, as a consequence, incidents of bullying and racial harassment are rare.

Pupils show interest and actively participate in Collective Worship and readily take part in the routine and regular prayer life of the school. They have a good understanding of the liturgical year and are developing skills in the use of scripture. The introduction of Christian meditation sessions enhances the prayer life of the school and is a welcome addition to pupils' spiritual development. The recently formed prayer group is attended on a voluntary basis by pupils from all key stages. It encourages pupils to experience different forms of prayer, which in turn is beginning to impact on classroom worship. However, pupils are at an early stage in acquiring the skills needed to plan and lead their own Acts of Worship. A more structured approach to this aspect is needed to develop this area further.

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

**Grade: 2**

## **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**

The headteacher and senior leadership team are committed to the educational mission of the Church in providing a broad, balanced and inclusive curriculum for the pupils that prioritises spiritual, and moral development. The newly formed leadership structure is effective in its support of the headteacher and its drive to improve standards for all pupils. The whole school self-evaluation is a reflection of careful monitoring and evaluation and accurately recognises the strengths and areas for development. There are strong systems in place to monitor and evaluate the teaching and learning in Religious Education building on good and outstanding practice. This has created a more collegiate approach to the development of this aspect of the school and has had a positive impact on the quality of lesson delivery and attainment of pupils. As a result, pupils are able to articulate the school's distinctive mission and understand and bear witness to this in everyday life. This rigorous approach now needs to be extended to the monitoring and evaluation of the Catholic life of the school and in particular Collective Worship.

Inclusion is central to the shared vision of the school community. Pupils new to the school feel included and quickly settle into school life forming friendships across faith, cultural, social and economic boundaries. Parents from diverse backgrounds are welcomed; their views are regularly sought. They feel well informed about their child's progress and appreciate the open door policy the school has adopted. The school is a collaborative partner within the Catholic and Local Authority cluster of schools leading to moderation of pupils' work, and sharing of expertise and good practice. The school plays an active part in the parish sacramental preparation programmes. Parish Priests regularly celebrate Mass both in school and welcome pupils to their respective churches. The school and the Parish Priests are keen to develop the role of the school chaplain to further cement the relationship and communication between parish and home and school. The headteacher and governors are in the process of making a permanent appointment to this post. The school recognises the diverse nature of its population and is working hard to ensure Acts of Worship reflect this.

Subject leaders have developed a planned programme of training which has been effective in targeting teachers' subject knowledge, assessment of pupils' work and the introduction of the new Come and See programme. This has resulted in increased confidence and accuracy in the levelling of pupils' work in Religious Education and a more creative approach to the curriculum. The school has effective plans for raising pupil attainment in core subjects using data analysis to inform planning. This model should now be extended to include Religious Education attainment data, setting challenging and achievable targets, as evaluating data is not as finely tuned as in other core subjects.

The governing body is supportive of the school and fulfils its statutory and canonical responsibilities to a good standard. There is a good committee structure that utilises the diverse skills and abilities of its members. Governors are involved in evaluating the school on an informal and formal basis. They are well informed by the headteacher and senior leadership team about school development and priorities. They have systems in

place to monitor and evaluate different aspects of school life and are determined and enthusiastic in tackling underachievement to bring about improvement. However they are not sufficiently rigorous in their analysis of data to effectively challenge and systematically hold the school to account.

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>Grade: 2</b>
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<b>PROVISION</b> <b>How effective the provision is in promoting Catholic Education</b>
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The quality of teaching at Saint Mary's School ranges from satisfactory to outstanding with the majority being good overall. Teachers generally show good subject knowledge which inspires and informs their pupils. They use a range of resources including information technology to engage and interest the learners. Additional adult support is used very effectively throughout the school. Where teaching is outstanding, the lessons are well planned and responsive to the needs and abilities of all the pupils, using assessment of pupils' prior learning to set well differentiated tasks. There are a variety of resources and techniques used creatively and imaginatively to fully engage the pupils and make learning fun. Excellent questioning techniques are used to challenge and extend pupils' knowledge and understanding, using what they have learnt in the lesson and previously. As a consequence, pupils are able to develop as independent learners, concentrating and applying themselves very effectively. The leadership team are aware of the need to share this outstanding practice and have set up systems that give teachers opportunities to observe, evaluate and learn from one another. This is beginning to have an impact on the quality of teaching which has improved since the last inspection.

There are good systems for assessing and tracking pupil's progress in Religious Education; teachers feel confident in levelling pupils' work as a result of effective training and moderation. The leadership team are beginning to use data to inform their strategic planning; this however, is not as well developed as in other core subjects where specific attainment targets are set within the whole school improvement plan. Pupils are beginning to evaluate their own work against Religious Education targets; however this practice is not consistent throughout the school. Teachers now need to focus on providing pupils with clear indications of how well they are doing in Religious Education and detailed steps for improvement both orally and in their written feedback. More widespread use of 'driver words' both in lesson objectives and feedback to pupils would ensure that pupils understand the success criteria and can begin to use this to improve their work further.

The school has successfully introduced the new 'Come and See' programme which meets the Bishops' Conference requirements and is taught for an appropriate amount of time during the week. The school has works well with the Derby cluster of Catholic schools in developing the planning, teaching and assessment of Religious Education using the new programme. The curriculum is well customised to meet the needs of groups of pupils and imaginative and often stimulating cross curricular links are used effectively to engage the interests of the learners. All pupils are made to feel included as work is pitched appropriately to their needs and as a consequence, all groups of pupils

make good progress within lessons and over time. Links with other Christian churches in the area has provided opportunities to enrich the curriculum. Opportunities for pupils to experience and learn first-hand from other world faiths is less developed.

Acts of Collective Worship are given a high profile in the school and are well resourced. The appointment of a temporary chaplain to the school is beginning to have an impact on the quality and range of prayer and worship and the increased involvement and skill development of the pupils. Staff and pupils regularly pray together and attendance at Acts of Collective Worship by parents and others associated with the school is encouraged and facilitated. The leadership team recognises that further training and development of the provision for Collective Worship would enable staff to feel more confident in both their planning and delivery of liturgies and their ability to develop the skills of pupils in this area.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 2</b>
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## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>2</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>2</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>2</b>
<b>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.</b>	<b>2</b>
<b>How effectively leaders and managers promote community cohesion.</b>	<b>1</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>2</b>
<b>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.</b>	<b>2</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>2</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>3</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>2</b>