

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 Luke's Catholic Primary School
Address:	Church Road Trench TF2 7HG
Tel No:	01952 388222
URN:	123558
Headteacher:	Mrs B Cheshire
Chair of Governors:	Mrs P Heffernan
Date of Inspection:	20 May 2011
Inspectors:	Mr T McBeath Mrs A Kelly

"Whoever welcomes this child in my name welcomes me." Luke 9.48

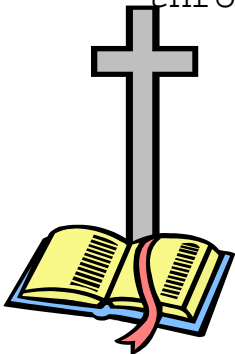
St. Luke's Catholic Primary School

MISSION STATEMENT

'Caring, sharing and learning together'

We will promote:

- The establishment of a community where **every** individual
Is seen as made in God's image and loved by him;
is valued and respected;
is listened to and loved;
is proud to belong;
shows care, consideration and acceptance of others;
feels happy and secure;
- The development of talent
to ensure that **every** child is given the opportunity to
develop their individual talents and potential to the
full in a Christ Centred Community both during the
school day and in participation of the Out of School
Club.
- Jesus' love
So that caring, sharing and learning together be part
of everyday life in school;
by being accepting and forgiving of each other;
through life experiences founded on Gospel values.



Review and amended September 2010

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		13	22	11	18	17	24	27	132
Catholics on roll		6	8	7	8	6	11	14	60
Other Christian denomination		4	7	3	7	9	9	9	48
Other faith background		3	1				1	1	6
No stated religious affiliation			6	1	3	2	3	3	18
Number of learners from ethnic groups		3	5	2	2	3	4	4	23
Total on SEN Register					3	5	6	8	22
Total with Statements of SEN								2	
FSM		1	1	2	3	1	4	4	16

Exclusions in last academic year	Permanent		Fixed term	1
Index of multiple deprivation	Donnington 10-20%			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady of the Rosary Donnington/Trench	123
St Patrick's Wellington	6
St Mary's Madeley	3

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Blessed Robert Johnson Catholic College	12 of 27

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

STAFFING	
Full-time teachers	6
Part-time teachers	0
Total full-time equivalent	6
Teaching assistants	6
Percentage of Catholic teachers f.t.e.	2
How many teachers teach RE (P) f.t.e.	6
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Published admission number	160
Number of classes	5
Average class size KS1	23
Average class size KS2	27

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2008/09	Current financial year 2009/10	Next financial year 2010/11
	All monies have been spent on a needs basis for all areas of the curriculum through the same cost code		
RE			
English	Total spend	Total spend	Total spend
Mathematics	£ 5,411	£3,752	£5,904
Science			

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
<p>How effective the school is in providing Catholic Education</p> <p>The school is very effective in providing a community environment that fully demonstrates in their daily life the Gospel values of love and care for each other. The school ensures that the whole community works in a secure and safe environment in which all are valued and welcome. The staff is enthusiastic and knowledgeable and provides the pupils with an interesting and broad Catholic education. The leadership is committed and has a very good understanding of the strengths and areas of development. The Governors, also, display and good understanding of all facets of school life and are passionate about the Catholic ethos that is provided. The pupils are respectful and articulate and are supportive not only of those in their own school who are in need, but also those in the wider community; as one pupil put it, we support those who are 'less privileged' than us. The school's capacity for sustained improvement is good.</p> <p><u>In order to improve further, the school should:</u></p> <ul style="list-style-type: none"> • Continue to develop the schools' assessment procedures and its analysis of pupils' performance data. • Develop robust procedures for monitoring the teaching and learning of Religious Education. <p>Both of these issues have been identified as priorities for the school and are in the school development plan.</p>	

PUPILS	2
<p>How good outcomes are for pupils, taking account of variations between different groups.</p> <p>The quality of work is good and the pupils take a great pride in the presentation of their work. This work displays an understanding of the teachings of the Catholic Church and developing knowledge of Scripture. The pupils also demonstrate a respect for the faith and beliefs of others, through their study of 'Other Faiths' and the example of the staff.</p> <p>Pupils with particular learning needs are well supported by a very committed team of Teaching Assistants as well as some very impressive peer group support. Work is differentiated, usually by outcome, and teaching strategies are varied to ensure that differing abilities and learning styles are catered for.</p> <p>Standards of attainment are judged to be satisfactory. Although progress made throughout the year was good, the school's data analysis has not yet been sufficiently developed to provide information on attainment over a number of years for each of the year groups. A tracking system is in place, but the information gained needs to be further collated in order that the data provided can be analysed more robustly.</p> <p>The pupils clearly understand the nature and mission of their school, which is reviewed and modified, if necessary, on an annual basis. They are comfortable talking about their faith and beliefs and how these underpin the school life and the way they treat each other. In class, pupils are attentive and are very conscientious in their class work.</p> <p>The pupils displayed a great respect for each other and all the adults of the school and this, they felt, was due to the respect they received from all Teachers, Teaching Assistants and Ancillary staff, which is firmly founded on the teachings of Jesus.</p> <p>The pupils have developed very impressive awareness of the issues of the world around them and are involved in projects and charity work in connection with these issues.</p> <p>In prayer and worship the pupils were fully engaged and were encouraged to participate. They were respectful and reflective during their collective worship.</p>	

PROVISION	2
<p>How effective the provision is for Catholic Education</p> <p>The provision for Catholic Education is good.</p>	

The teachers demonstrate good subject knowledge and are creative and imaginative in presenting topics in an interesting and lively way. The teachers also make excellent use of technology, some of which had only recently been installed. Work is well planned and balanced; it is linked, whenever, possible, to other areas of the curriculum areas and school life. Thought is also given to the abilities and learning styles of pupils. This places their Religious Education as an integral part of school life and not a discreet subject.

Teachers and Teaching Assistants work very well as a team to provide opportunities for all pupils to fully explore their potential. The Diocesan guidelines were used to assess progress and to track pupils and the marking was positive and supportive. There is a need to collate the data they have gathered and to analyze it more fully in order to help develop whole school policies.

Religious Education underpins the very ethos of the school. Topics are studied in a very calm and reflective way and the various needs and backgrounds of the pupils are fully appreciated and valued. The school has a very 'open' inclusive policy which ensures that all pupils are welcomed and valued for what each individual can and does contribute.

The quality of Collective Worship is good. The pupils are given many opportunities to attend and participate in many different forms of liturgy. Parents and parishioners are made welcome at these prayerful times. At present, Mass is held in the school on a Saturday evening, but the provision of a new chapel in the school grounds, the building of which is due to start very shortly, will greatly enhance the opportunities and frequency of parish/school prayer and worship.

LEADERS AND MANAGERS	2
<p>How effective leaders and managers are in developing the Catholic Life of the school</p> <p>The leadership team has developed a good awareness of the strengths and areas for development of the school. A broad vision for the future has been produced, giving areas for development over a specific number of years and this is now being developed into shorter-term targets. The management structure, created by the governing body, allows for greater flexibility and delegation, so that areas of responsibility are now shared more equally between members of staff, allowing a more focused approach to the development of Religious Education. Assessment procedures have been developed and are used to monitor progress and inform planning. The data from these assessments now need to be collated, so as to inform leadership and governors of the progress being made on a whole school basis, thus aiding future development plans.</p> <p>The governors have seen significant changes in their membership. They display a great passion for the school and its Catholic ethos as well as a good understanding of its future development needs. They are currently attending the relevant training and are providing the support and challenge necessary for the future development of the school. They receive information from the school and its Religious Education curriculum, from both headteacher and their own appointed Religious Education governor.</p> <p>The school encourages close liaison with both parents and parish. Parents are informed of the religious topics by means of a termly information sheet. The parish are informed of the activities of the school through the parish newsletter. All are invited to participate in school activities and acts of worship. The school is welcoming to all visitors, has close working relationships with other local schools and organisations, and is an active participant in local activities. The school works closely with the parish, particularly with the catechists, in preparing the pupils for the reception of the sacraments of Reconciliation and Eucharist. The parish priest is a frequent visitor to the school and he acknowledges the importance of the school in the Church's mission of evangelisation. He is very instrumental in maintaining and developing close links with the community through the work of the school.</p> <p>Within the community the schools links and participation are outstanding. The school is not only inclusive of all within their community in need of support, but also recognises the needs locally, nationally and internationally. The school participates in many local events, from singing to senior citizens at Christmas and joining with other schools in events like the 'Big Sing'. They support many charities and the pupils display a very good understanding of what work is being done by these charities and where these charities are operating around the world</p> <p>A wide range of activities, for the pupils, is available. The after-school activities are appreciated and valued by the pupils, who spoke with enthusiasm about different groups they had participated in. The school works closely with a breakfast club, which also provides some limited childcare facilities during the holidays and half term breaks.</p>	

PARENTS' QUESTIONNAIRE

Number of questionnaires distributed: 98




Number of questionnaires returned: 47

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	27	20			
2	I am happy with the values and attitudes that the school teaches	34	13			
3	I am made to feel welcome in school	36	11			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	21	23			3
5	The school gives me a clear understanding of what is taught in Religious Education	17	21	1		8
6	The school enables my child/ren to achieve a good standard of work in Religious Education	23	22			2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	14	23	2	1	7

PUPILS' QUESTIONNAIRE (Y6)

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	13	8	3	1
2	Do you find out new things in Religious Education lessons?	22	3		
3	Are your Religious Education lessons interesting and fun?	20	2	3	
4	Do you get help when you are stuck?	21	3	1	
5	Do you have to work hard?	20	3	2	
6	Do teachers show you how to make your work better?	22	3		
7	Do other children behave well?		17	5	3
8	Are teachers fair to you?	22	2		1
9	Do teachers listen to your ideas?	22	2	1	
10	Are you trusted to do things on your own?	24	1		
11	Do you enjoy your times of prayer together?	19	5		1

PUPILS' QUESTIONNAIRE (Y2)

	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.	9	1	
2	I learn new things in Here I am lessons.	9	1	
3	I enjoy learning about Jesus and how to live as His friend.	10		
4	I have to work hard.	9	1	
5	My teacher helps me when I get stuck so I can make my work better.	8	2	
6	My teacher listens to me.	10		
7	<i>When I am unhappy there is always an adult I can talk to.</i>	10		
8	I get praise when I do my best.	10		
9	Other children are kind and behave well	7	3	
10	<i>I am happy on the playground.</i>	10		
11	I am allowed to help in class and around school.	8	2	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	10		

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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<u>OVERALL EFFECTIVENESS OF THE SCHOOL</u>	
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

<u>PUPILS</u>	
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	2
<ul style="list-style-type: none"> • <i>The quality of pupils' learning and their progress</i> 	2
<ul style="list-style-type: none"> • <i>The quality of learning for pupils with particular learning needs and/or disabilities</i> 	2
<ul style="list-style-type: none"> • <i>Pupils standards of attainment in Religious Education</i> 	3
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	2

<u>PROVISION</u>	
How effective the provision is for Catholic Education	2
The quality of teaching and how purposeful learning is in Religious Education	2
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	1
The quality of Collective Worship provided by the school	2

<u>LEADERS AND MANAGERS</u>	
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	2
How effectively leaders and managers promote community cohesion	1