

NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION



**Saint Mary's Catholic Primary School
Ashlawn Drive
Boston.
PE21 9PX**

25 June 2007

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

| | |
|------------------------------------|---|
| Name and address of School: | Saint Mary's Catholic Primary School Ashlawn Drive Boston Lincolnshire PE21 9PX |
| Headteacher: | Mrs J Lammond (Acting Headteacher) |
| Chair of Governors: | Mr J Poucher |
| Date of Inspection: | 25 June 2007 |
| Inspector: | Mr P Giorgio |
| URN & DCSF Numbers | URN: 120615 DCSF: 92553342 |
| Overall Grade Awarded: | 2 |

A. DESCRIPTION OF THE SCHOOL

Saint Mary's is an average size Catholic primary school with 210 pupils on roll situated in Boston on the south east coast of Lincolnshire. The school serves the parish of Saint Mary's, Boston. 85 pupils (40%) are Catholic, 111 pupils (53%) are from other Christian denominations and 7% being from other world faiths or non-religious backgrounds. The attainment of most children when they enter the school is broadly in line with that expected for their age. The proportion of pupils entitled to free school meals is well below average (3%). There is an increasing proportion of pupils from minority ethnic backgrounds. These pupils are mainly from Poland or Portugal, with a small number from Indian, Phillipino, African and Chinese heritages. A small number of these pupils have English as an additional language. The proportion of pupils with learning difficulties is broadly average although there is an above average number with statements of special educational needs entitling them to extra support. The school has a range of awards such as Investors in People, Healthy Schools, Basic Skills Award and an Active Mark for work in sport.

B. OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

| | Outstanding | Good | Satisfactory | Inadequate |
|---|-------------|------|--------------|------------|
| | | 2 | | |
| <p>Saint Mary's is a good school with some outstanding features. The Catholic ethos is very strong and is at the centre of the school's mission. There are very strong working partnerships between staff, governors and parents which leads to a genuine care and concern for pupils. The school is led by an effective acting Headteacher who is well supported by her senior management team. Pupils' personal development is outstanding and through its very close involvement with the wider community, the school demonstrates a strong commitment to community cohesion. Standards in curriculum Religious Education are good as a result of good teaching. Pupils make good progress through the school.</p> | | | | |

C. The capacity of the school to make further improvements and why.

| | Outstanding | Good | Satisfactory | Inadequate |
|---|-------------|------|--------------|------------|
| | | 2 | | |
| <p>The school's own self-evaluation is accurate and has highlighted a number of issues which the school intends to address.</p> <p>In order to complete the self-evaluation cycle it is important that actions put into place are then evaluated effectively. The school's senior management team are now firmly established, staff are hardworking, conscientious and continually seeking ways in which to improve. Based on all of these factors, the school's capacity to improve is judged as good.</p> | | | | |

D. What steps need to be taken to improve the provision further?

| | | | | |
|---|--|--|--|--|
| <p>In order to improve further, the school now needs to :</p> <ul style="list-style-type: none">• Ensure that 'Catholic Life' is a distinct part of the school's development plan so that it can be monitored and evaluated more effectively.• Implement a more formal system of planning for collective worship which is monitored in order to ensure that pupils receive a wide range of liturgical experiences.• Raise standards further in curriculum Religious Education by ensuring that pupils' work is more effectively differentiated particularly in terms of providing a higher level of challenge for more able pupils. | | | | |
|---|--|--|--|--|

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effective are leadership and management in developing the Catholic life of the school?

| | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| | 1 | | | |
| <p>The Catholic life of the school is outstanding. It is evident that Christ is at the centre of this school and that the Mission Statement is a lived reality. The Governing Body is very supportive and fulfils its role in relation to the school's Catholic foundation well. The acting Headteacher provides very strong, focused leadership both in all matters relating to the Catholic life of the school and in a continual pursuit of excellence in all areas. The senior management team provides good support. This leads to a strong Catholic ethos, which manifests itself in a culture that respects the dignity of all within the school. Pupils' spiritual and moral development is promoted very effectively at all levels. Good relationships exist with all key partners in education. Parents express a very positive view of the school. In order to develop further, the school now needs to ensure that the Catholic life of the school is a distinct part of the overall school development plan rather than combining it with curriculum Religious Education.</p> | | | | |

Collective Worship

2. How good is the quality of Collective Worship?

| | Outstanding | Good | Satisfactory | Inadequate |
|---|-------------|------|--------------|------------|
| | | 2 | | |
| <p>Provision for collective worship across the school is good and makes a strong contribution to pupils' spiritual and moral development. There is a strong feeling of a school community gathered for prayer. Pupils respond to opportunities for worship with great reverence. The singing is of an extremely high quality and it is clear that the entire school community genuinely loves to sing praise to God. Eucharistic celebrations are regarded as central to the school and children are provided with many opportunities to participate in collective worship throughout the school year. At the moment, planning for collective worship tends to be informal. The school now needs to ensure that provision is planned, monitored and evaluated in a more systematic way with written records maintained.</p> | | | | |

Community Cohesion

3. How effectively the school promotes community cohesion:
inwardly (within the school);
within the local faith community (parish and education communities);
and the wider social, cultural and educational communities.

| | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| | 1 | | | |
| Saint Mary's is a truly inclusive school. There is a very strong sense of belonging to the school community. The leadership and all staff maintain and develop very good relationships with other local schools including a nearby special school where pupils from both schools benefit from close links. The local parish receives good support from the school particularly in the form of the monthly childrens' Mass. Great emphasis is placed on effective transition links with other schools in order to ensure that pupils leave with confidence to begin their secondary education. The school takes part in world faith weeks in accordance with diocesan guidelines and outside speakers are invited to visit the school in order to share aspects of their own beliefs with pupils. | | | | |

RELIGIOUS EDUCATION

Achievement and Standards

4. How well do learners achieve?

| | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| | | 2 | | |
| Standards in curriculum Religious Education are good and are in line with national expectations. Pupils make good progress based on their attainment on entry. They clearly enjoy their work in Religious Education and have an increasing knowledge of the teachings of the Catholic church which they are encouraged to apply to their own lives and experience. Pupils' personal, social and cultural development is also very strong as reflected in their behaviour which is outstanding. The school works hard to ensure that a range of different charities are supported throughout the year. These include the Jalchatra project (a village in Bangladesh), CAFOD and Mission Together. Pupils are very proud of their school and older pupils who are members of the school council take their role very seriously and feel that they are listened to and empowered to fulfil the role. They also willingly take on additional responsibilities such as being a 'peer mediator'. The school now needs to ensure that diocesan guidelines relating to the number of pieces of written work for each topic are followed more consistently. | | | | |

Quality of Provision for Religious Education

5. How effective are teaching and learning?

| | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| | | 2 | | |
| <p>The quality of teaching and learning is good overall. Planning is thorough and includes clear and concise learning objectives that are appropriate to the age and understanding of the pupils. ICT is used effectively in order to enhance pupils' learning. Pupils' response in lessons is good and they show positive attitudes towards one another. Support staff provide effective guidance for a range of pupils with learning difficulties. Good procedures for assessment are in place. Planning for the lessons observed on the day of the inspection included a range of different activities for pupils of different ability. Evidence from the work scrutiny indicated that on the whole, pupils are asked to complete very similar written tasks rather than completing work that is more closely tailored to their particular needs. The school now needs to ensure that greater use is made of differentiation. Particularly in terms of providing a greater level of challenge for more able pupils within their work in Religious Education. There is evidence of some particularly good formative marking in Year 6 which now needs to be shared with other members of staff through the school.</p> | | | | |

6. How well does the Religious Education curriculum meet the needs and interests of learners?

| | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| | | 2 | | |
| <p>The curriculum in Religious Education fulfils the requirements of the 'Curriculum Directory for Catholic Schools' to a good standard and it makes a very positive contribution towards pupils' spiritual and moral development. Work in Religious Education is successfully linked with other areas of the curriculum such as Literacy, Art and Personal, Social and Health Education. This enables pupils to develop skills which can be transferred from one area of learning to another. Pupils demonstrate a real sense of enjoyment in all the work that they are asked to complete. On the whole, the school complies with the Episcopal requirement that 10% of curriculum time is devoted to Religious Education. However, at present the school is preparing children in class time for the sacraments of first reconciliation and holy communion during the school day and this is not appropriate. The Diocese expects this catechetical work to be parish based and out of school hours. Members of the school staff are encouraged to be involved as catechists.</p> | | | | |

Leadership and Management

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

| | Outstanding | Good | Satisfactory | Inadequate |
|---|-------------|------|--------------|------------|
| | | 2 | | |
| Governors discharge their responsibilities well and are involved in monitoring standards in curriculum Religious Education through the Work Scrutiny Committee. The Acting Headteacher is the school's Religious Education co-ordinator and provides clear and effective leadership for the subject and a good level of support for staff. It is clear that Religious Education is rightly regarded as a 'core' curriculum area in the school. Monitoring procedures are in place and have highlighted a number of important issues which are now beginning to be addressed. Diocesan training is accessed appropriately and teachers new to Catholic schools are supported well. All staff are suitably qualified. They are committed, hardworking and the school is well resourced. | | | | |

Common grading scale for all inspection judgements

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

| | |
|--|----------|
| How effective and efficient is the provision of Catholic education in meeting the needs of learners and why? | 2 |
| <ul style="list-style-type: none"> the overall effectiveness of the Catholic life of the school and its provision for community cohesion; | 1 |
| <ul style="list-style-type: none"> the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development | 2 |
| <ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection | 2 |
| <ul style="list-style-type: none"> the capacity to make further improvements | 2 |

THE CATHOLIC LIFE OF THE SCHOOL

| | |
|--|----------|
| How effective are leadership and management in developing the Catholic life of the school? | 1 |
| <ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation | 1 |
| <ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement | 1 |
| <ul style="list-style-type: none"> the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school | 1 |
| <ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral Development | 1 |
| <ul style="list-style-type: none"> the impact of the involvement of the local priests on the work of the school | 2 |
| <ul style="list-style-type: none"> how effectively the leadership promotes relationships and communication with key partners in education | 1 |
| <ul style="list-style-type: none"> how effectively the Catholic life of the school is monitored and evaluated | 3 |
| How good is the quality of Collective Worship? | 2 |
| <ul style="list-style-type: none"> the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency | 2 |
| <ul style="list-style-type: none"> learners' response to the school's provision | 2 |
| <ul style="list-style-type: none"> how effectively the provision is planned, monitored and evaluated | 3 |
| <ul style="list-style-type: none"> how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners | 1 |
| How effectively the school promotes Community Cohesion? | 1 |
| <ul style="list-style-type: none"> how effectively leadership at all levels promote community cohesion within the school | 1 |
| <ul style="list-style-type: none"> the efforts of the school to promote community cohesion with the wider Catholic faith and education communities | 1 |
| <ul style="list-style-type: none"> how well does the school work in partnership with the wider education, cultural and social communities | 1 |
| <ul style="list-style-type: none"> the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school | 2 |
| <ul style="list-style-type: none"> how far the Religious Education curriculum promotes community cohesion | 2 |

RELIGIOUS EDUCATION

| | |
|---|----------|
| How well do learners achieve in Religious Education? | 2 |
| <ul style="list-style-type: none"> learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners | 2 |
| <ul style="list-style-type: none"> the standards of learners' work | 2 |
| <ul style="list-style-type: none"> learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners | 2 |
| <ul style="list-style-type: none"> the extent to which learners enjoy their work | 1 |
| <ul style="list-style-type: none"> the behaviour of learners | 1 |
| <ul style="list-style-type: none"> learners' spiritual, moral, social and cultural development | 1 |
| <ul style="list-style-type: none"> the extent to which learners' contribute positively to the school and broader community in the school | 1 |
| How effective are teaching and learning in Religious Education? | 2 |
| <ul style="list-style-type: none"> how well teaching is used to meet learners' needs and curriculum requirements | 2 |
| <ul style="list-style-type: none"> the suitability and rigour of assessment in planning, monitoring and informing learners' progress | 2 |
| <ul style="list-style-type: none"> the diagnosis of, and provision for, additional learning needs | 2 |
| <ul style="list-style-type: none"> the involvement of parents and carers in their children's learning and development | 2 |
| How well does the Religious Education curriculum meet the needs and interests of learners? | 2 |
| <ul style="list-style-type: none"> the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience | 2 |
| <ul style="list-style-type: none"> how far the Religious Education curriculum meets external requirements and is responsive to local circumstances | 2 |
| <ul style="list-style-type: none"> the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners | 1 |
| <ul style="list-style-type: none"> the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement | 1 |
| How effective are leadership and management in raising achievement and supporting all learners in Religious Education? | 2 |
| <ul style="list-style-type: none"> how effectively whole school and subject leadership in Religious Education lead and support their staff | 2 |
| <ul style="list-style-type: none"> how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment | 2 |
| <ul style="list-style-type: none"> how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential | 2 |
| <ul style="list-style-type: none"> the adequacy and suitability of staff to ensure that learners are well taught | 2 |
| <ul style="list-style-type: none"> the adequacy and suitability of specialist equipment, learning resources and accommodation | 2 |
| <ul style="list-style-type: none"> how effectively and efficiently resources are deployed to achieve high standards | 2 |
| <ul style="list-style-type: none"> The extent to which governors discharge their responsibilities | 2 |