



# DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

URN

**St Mary's Catholic Primary School**

**St Richard's Road**

**Deal**

**Kent CT14 9LF**

**Inspection date: 11<sup>th</sup> October 2022**

**Chair of Governors: Gaye Waters**

**Executive Principal: Karen Riddell**

**Academy Principal: Maria Pullen**

**Inspectors: Colette Doran-Hannon**

**Shirley Hulme**

## EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331

**Interim Director of Education: Angela Cox OBE**



## Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St Mary's Deal, is a one form entry primary school which is part of the Kent Catholic Schools' Partnership. It is situated in the Archdiocese of Southwark and within the deanery of Dover. The parishes which the school serves are St John the Evangelist, Walmer and St Thomas of Canterbury, Deal. The proportion of baptised Catholics is 22%. The proportion of the curriculum time given to religious education is 10% in both key stages

The school takes children from age 4-11. The number of pupils currently on roll is 212. The proportion of pupils eligible for the pupil premium grant is 25%. The percentage of pupils with a special educational need is 10%.

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## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary's Catholic Primary School is a good Catholic school because:

- St Mary's, Deal is a welcoming family community where leaders prioritise the importance of Catholic values.
- Collective worship including reflection time is embedded in daily life and shows that pupils engage in and understand the power of prayer.
- Big books in all classes encourage high levels of engagement: pupils report that these are used as a source of support.

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

Ensure assessment procedures including feedback in religious education lessons have impact on those pupils who are working at greater depth.

Provide training for staff on delivering differentiated lessons to ensure strong outcomes for all pupils.

Rigorous self-evaluation should comment on the impact of the initiatives that are part of the Catholic life of the school.

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## Overall Effectiveness

How effective the school is in providing Catholic Education.

2

### Catholic Life

2

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

2

The quality of provision for the Catholic Life of the school.

2

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

2

### Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching, learning and assessment in Religious Education.

2

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

2

### Collective Worship

2

How well pupils respond to and participate in the schools' Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

2

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## CATHOLIC LIFE

2

**The extent to which pupils contribute to and benefit from the Catholic life of the school is good.**

St Mary's is a family community where pupils are valued and the parents are happy. The Catholic life of the school is central to the aims and values of the leadership team. As a result, pupils are offered opportunities to serve others in school and to think of the less fortunate in the local community and beyond. Parents recognise the contribution this makes to the development of pupils. All pupils participate actively in the Catholic life of the school. During collective worship they praise through song and word. During reflection time, which is a feature of the school all pupils are given the opportunity to lead worship. Pupils are happy and feel safe in the school as a result of the nurturing from all members of staff. Pupils have the opportunity to write their own spontaneous prayers and include them in class prayer books. In Early Years and Key Stage 1 these are often illustrated with pictures to support the communication of the intention. Pupils are proud of their school and the opportunities that they are offered. Food Bank Fridays allows pupils to recognise that there are others less fortunate than themselves. Catholic Social Teaching is evident in the school and links to the rewards that pupils of all ages strive for across the course of the year. One parent commented "their emphasis on family has been embedded so seamlessly into their days at school" Pupils are taught relationships, sex and health education using Ten:Ten resources at an age appropriate level. Consequently, they are respectful of themselves and others.

**The quality of provision of the Catholic Life of the school is good.**

The mission statement is central to daily life at St Mary's. Pupils of all ages are familiar with and aim to live the mission of the school. Pupils know the prayers of the school which become increasingly more complex in line with their age. There are prayer spaces around the school, both inside and out, including a grotto for Mary our Mother, which is a central part of May processions and praying of the rosary during October.

Focal points in classrooms were used as part of the lessons observed and are central to the life of the school. All staff promote the highest standards of behaviour and mutual respect. One parent commented, "the staff know all the children and even the siblings who haven't started yet!".



**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is good.**

School leaders are committed to the mission of the Church. Governors are a regular presence in the school and minutes of meetings show some challenge and support for leaders to ensure that the provision for Catholic life is always improving. Developments in the Catholic life in the school are well thought out and provide further opportunities for staff and children to live out the Catholic mission within the school and beyond. Governors are a regular presence in the school. They recognise that there is still work to complete from the previous inspection due to staff changes since that time.

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## RELIGIOUS EDUCATION

2

### **How well pupils achieve and enjoy their learning in Religious Education is good.**

Most pupils make good progress in religious education lessons. Pupils with special educational needs are supported in lessons by additional adults, and make progress. Pupils across the school say that they enjoy religious education lessons and the vast majority of pupils engage in lessons. Pupils in the older classes, enjoy using the Bibles that have been purchased for them by school leaders: these Bibles will leave the school with them and encourage the pupils to engage with scripture during religious education lessons. In lessons observed, opportunities were missed to challenge more able pupils. Presentation in books is good across the school, pupils take pride in their books because of the importance placed upon the subject in the school. Big books are a feature of the school, they demonstrate the value of the lessons and pupils are rightly proud of them. Pupils told inspectors that they often find them a source of support. One parent commented, "What an asset it (religious education) has been to their school life!"

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

The school designs the religious education curriculum using the Come and See scheme of work. The subject leader supports those of non-Catholic faith, to ensure that the knowledge and skills being taught is accurate. Lessons are planned consistently and progression over time is clear. Assessment is used to record how well pupils' complete modules each term and could be used to further improve outcomes for all children. While most work is marked, more able children would benefit from feedback which challenges their thinking, allowing for further immediate improvement. In some lessons observed, questioning was good and allowed pupils to think more deeply about their responses.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.**

Leaders ensure that the religious education curriculum meets the Bishops' Conference requirements and that curriculum time is protected. Books are moderated across partnership schools so that areas for development can be identified. Religious education is planned to meet the needs of the vast majority of groups in the school and is given the same priority as other core subjects in the schools. Religious education forms part of the Kent Schools Catholic Partnership strategy and is a significant section of the school development plan annually. Leaders acknowledge that more able pupils could be further challenged and that marking, if more developmental, could improve outcomes further. The subject leader has opportunities to work with deanery schools and attends professional development training at diocesan level. Leaders and Governors should ensure that self-evaluation reflects the work that is going on in the school. Governors need to challenge leaders to show the impact of the changes since the last inspection.



## COLLECTIVE WORSHIP

### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good.**

Pupils at all ages are given the opportunity to lead spontaneous prayer during reflection time in class. The school's approach to collective worship highlights the importance that it is given in the school day. Participation in communal prayer is good with pupils engaging in prayer and song when the whole school was gathered together. It is clear that pupils from an early age are engaged in prayer and recognise this as an important and special part of their day. Pupils have the opportunity to engage in different prayer styles including formal prayer, spontaneous prayer and attend Mass with their key stage in the church situated next to the school. Pupils are particularly proud of how they can engage with scripture during worship and how this impacts on their service to others within the school and local church communities.

### **The quality of provision for Collective Worship and Prayer Life is good.**

Collective worship is planned for across the school. The local parish priest works with the academy principal to organise events both within the school and in the local church. It reflects not only the liturgical year but also events, such as Foodbank Friday, that are important to the school community. Children have key stage Mass in the local parish and parents often attend. Parents are also in attendance at celebration times when the children are rewarded for working on aspects of Catholic Social Teaching. Some parents would welcome the opportunity to attend even more collective worship events in school.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is good.**

Governors and school leaders work together to ensure that pupils are developed spiritually. Pupils are given the opportunity to pray across the day and this time is special to them. There is monitoring of collective worship in the school by the academy principal who holds the dual role of religious education leader. This ensures that the quality of worship remains good and can improve further. Leaders are very proud of the children's response and engagement to the collective worship in school and recognise the importance of this in their spiritual formation.