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# **The Diocese of Hallam Section 48 Report**

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## **The Catholic Life of the School and Religious Education**

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**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

**THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION**

**Our Lady of Mount Carmel Catholic Primary School**

<b>School URN</b>	<b>106761</b>
<b>Name of Chair of Governors</b>	<b>Mr Mark McBride</b>
<b>Name of Head teacher</b>	<b>Mrs Lindsay Gamble</b>
<b>Date of inspection</b>	<b>7<sup>th</sup> December 2015</b>
<b>Section 48 Inspector</b>	<b>Mr Peter Davison</b>

“ ..... An enthusiasm for the things of God”

## Introduction

The Inspection of Our Lady of Mount Carmel Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

## Description of the School

Our Lady of Mount Carmel Catholic Primary School is an average sized primary school. It serves the parish of Our Lady of Mount Carmel and Mary Magdalen, taking children from the Intake and Wheatley Hills area of Doncaster. The school is situated close to the parish church. A minority of children from other local parishes also attend the school.

Most pupils come from a white British background, and most pupils' first language is English, although Polish as a first language is on the increase in the school population. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils who have special needs and or disabilities is below the national average, while the proportion of pupils with a statement is also below the national average. The movement of pupils in and out of school, other than at normal times, is similar to what is expected nationally.

<b>Type of School</b>	<b>Primary Voluntary Aided</b>
<b>Age profile of students</b>	<b>4-11</b>
<b>Number on roll</b>	<b>205</b>
<b>Number of students on Special Needs and Disabilities Register</b>	<b>8</b>
<b>Number of students on Special Educational Needs and Disabilities Register</b>	<b>5</b>
<b>Number of Catholics on roll</b>	<b>178 (87%)</b>
<b>Number of Other Christian Denominations</b>	<b>14 (7%)</b>
<b>Number of other Faiths No religious affiliation</b>	<b>13 (6%)</b>
<b>School Address</b>	<b>Sandringham Road Intake Doncaster DN2 5JG</b>
<b>Telephone Number</b>	<b>01302 349743</b>
<b>Fax Number</b>	<b>01302 739408</b>
<b>Email</b>	<b><a href="mailto:admin@ourlady Mount Carmel Doncaster.sch.uk">admin@ourlady Mount Carmel Doncaster.sch.uk</a></b>
<b>School Website</b>	<b><a href="http://www.ourlady Mount Carmel Doncaster.sch.uk/">http://www.ourlady Mount Carmel Doncaster.sch.uk/</a></b>

## SUMMARY JUDGEMENTS

**OUTCOMES FOR PUPILS**

**1**

**THE PROVISION FOR CATHOLIC EDUCATION**

**1**

**LEADERS AND MANAGERS**

**1**

**OVERALL EFFECTIVENESS**

**1**

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

## OUTCOMES FOR PUPILS

### How good outcomes are for pupils, taking into account variations between groups.

The extent to which pupils contribute to and benefit from the Catholic life of the school.	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>1</b>
How well pupils respond to and participate in the schools' Collective Worship	<b>1</b>

### The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding

- Pupils contribute to and benefit from the Catholic Life of the school to an outstanding degree. They have a deep sense of belonging to their school and wider community. As one child reported: "This school is a great and nurturing environment to grow and be cherished in. I'm proud to be a part of this unique and wonderful school." Another said "Everybody is happy at our school; we all help and care for each other."
- They express their own views and feelings with confidence and show they understand their responsibility to be fair, just and forgiving of others. This, together with very high standards of behaviour leads to there being a happy, secure and inclusive environment in which to learn and where pupils thrive.
- The quality of provision for the Catholic Life of the school is outstanding. It is given the highest priority which is reflected in the Mission Statement. There is a tangible sense that the mission of the school is an inspiring statement that is lived out in the everyday lives of all. Pupils are given the chance to contribute and reflect on the Mission Statement and use it to inspire the composition of their own personal mission statement. For example one child wrote "I am Jesus' disciple, I will always try and follow his path."
- The school is a prayerful and joyful community and its Catholic character is reflected in the high quality learning environment evidenced in the corridors and classrooms.
- There is a tangible sense of family in all aspects of school life which is evident in the quality of relationships that exist between all members of the school community. They show respect and tolerance for one another, their teachers, support staff and visitors to school.
- Currently developing The Education for Personal Relationships programme to ensure that pupils are prepared effectively for life in and beyond the school and is firmly underpinned by the teachings and principles of the Catholic Church. The setting up of a *Rainbows* programme is of great benefit in supporting children affected by bereavement, separation or other significant loss.

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

- Pupils clearly enjoy their Religious Education lessons: “RE lessons are very interesting and different activities make it easier and more fun to learn.” “All the teachers know what they’re doing and they make lessons exciting.”
- Pupils acquire knowledge quickly and are secure in their understanding. They develop a range of skills well, including the ability to engage with religious ideas and integrate them into their lives.
- The work in their books is of a very high standard and they take a pride in the quality of presentation. Achievement in Religious Education is above average in KS2 and in line with attainment in other core curriculum subjects. Good or better progress is made by all groups.
- The well-established marking strategy is fully understood by them and they value the colour coded teacher comments which affirms what they have done well and makes suggestions of how they can improve. They talk fondly of ‘Tickled Pink’, ‘Green for Growth’ and ‘Purple Polishing Pen’. This helps them to think more deeply about their work and gives them guidance on the next steps for learning.
- In all lessons observed, pupils were very attentive, responsive and demonstrated excellent behaviour for learning.
- Assessment procedures are well established and through moderation exercises staff are accurate in keeping records of attainment. Tracking systems and formal assessments enable staff to plan work carefully to ensure that all children make rapid progress. Pupil interviews and questionnaires help staff organise work to ensure lessons are engaging.

## **How well pupils respond to and participate in the schools’ Collective Worship is outstanding**

- Pupils act with reverence and are keen to participate in all aspects of worship; they are able to answer questions confidently and demonstrate good religious vocabulary.
- Pupils regularly prepare and lead worship with confidence both in class and in larger groups throughout the school. The school offers opportunities for all forms of prayer including spontaneous prayer and traditional prayer. Adults provide excellent role models in their response and participation in liturgy.
- Pupils have an excellent sense of respect for other faiths aware that religious beliefs are important.
- Classroom prayer tables and displays are imaginative, stimulating and well cared for.
- The diocesan *In Reality* youth team work with Year 6 to help them reflect on their individual successes, develop teamwork and help them to lead whole school liturgy in a very spiritual and lively way.

## PROVISION

### How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	<b>1</b>
The extent to which the Religious Education curriculum promotes pupils' learning.	<b>1</b>
The quality of Collective Worship provided by the school.	<b>1</b>

### The Quality of teaching and how purposeful learning is in Religious Education is outstanding

- Teachers use their confident subject knowledge well. Teaching observed was at least good with much of it outstanding and was highly effective in enthusing pupils. Use of cross-curricular links ensured lessons were relevant and engaging. Art appreciation, role play, hot-seating, video, construction and multi-media presentations were observed on the day of inspection. Pupils say that teachers take a lot of effort in providing them with interesting and exciting lessons.
- Teachers differentiate tasks well in order to meet a variety of pupil needs. Support staff are highly skilled and provide excellent care and support to pupils. They are deployed effectively and show sensitivity to pupils' needs.
- As a result of good assessment procedures, staff have a good awareness of their pupils' prior learning making progress easier to plan for.
- Through a very effective marking system, pupils are involved in evaluating how well they achieve and are made aware of how to improve their work.
- Pupils demonstrate excellent religious literacy from Early Years through to Year 6 appropriate for their age and development.

### The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding

- The school uses the *Come and See* programme together with supporting resources and this ensures complete Religious Education entitlement for each child. The curriculum is adapted to meet the needs of different groups and individuals.
- Of the total curriculum time 10% is allocated to Religious Education fulfilling the requirements of the Bishops' Conference for England and Wales.
- Many imaginative and well planned strategies are deployed to enrich pupils' learning. Activities such as role play, drama, music, art and ICT all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development. This was seen being undertaken in an outstanding manner with the work undertaken in the Advent theme.

- Pupils explore the beliefs, values and customs of other faiths such as Judaism and Islam. Older pupils involve themselves in the 'Show Racism the Red Card' project exploring such issues as racism, homophobia and gender stereotyping. This helps them to show tolerance and respect for all members of society.

**The quality of Collective Worship provided by the school is outstanding**

- Staff and pupils regularly pray together and this is part of almost all school celebrations. The quality of communal prayer and joyful singing is an indication of their interest and engagement in liturgy.
- Vibrant displays and outstanding relationships evident in the classrooms and around the school illustrate powerfully the school’s Catholic mission.
- Teachers are skilled in helping pupils to plan and lead liturgies and understand how this draws the school community together. Each class has liturgy leaders that plan Collective Worship and older children model and assist the younger ones. After a prayerful celebration other pupils are asked to express their opinion and to make helpful suggestions. Typically one child wrote: “I enjoyed your assembly with the stone and calm music. It was quite a calm yet powerful message and I was really impressed with your organisation.”
- Parents appreciate how pupils are encouraged to write their own prayers, which they often use at home. They speak very positively about their experiences of liturgy in school and say they are given many opportunities to join pupils and staff in acts of worship. In a gospel assembly observed there was a very high number of parents in attendance and this is a common occurrence for such celebrations.
- Parents are invited to comment on the assemblies they have attended. Views expressed are very positive: “What a wonderful way to start a grey Monday morning – inspiring words and beautiful singing.” “A wonderful Gospel Assembly. They spoke and sang with clarity and sincerity – I really enjoyed and understood the message they gave.”

**LEADERS AND MANAGERS**

**How effective the provision is for Catholic education**

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	<b>1</b>
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**How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is outstanding**

- The headteacher is passionate about her role and is an inspirational and highly effective leader. She is ably supported by a very good senior leadership team who share her vision and together they strive to make it a reality.
- The provision for the Catholic Life of the school is given high priority by leaders in the school's self-evaluation cycle. All leaders take the development and nurturing of an authentic Catholic ethos seriously. They conduct a range of monitoring activities relating to the provision and outcomes for the Catholic Life of the school leading to searching analysis and self-challenge. Parent and pupil surveys are used and appropriate action taken to address issues raised. Parents appreciate that any issues of concern are resolved very quickly and sensitively.
- The governing body are well informed and committed. They carry out their duties extremely well in shaping strategic developments through the many key decisions they make.
- Teaching and support staff are highly valued. New members of staff are given a high level of support and guidance.
- The headteacher values the role of the clergy and encourages them to take an increasingly active role in the life of the school. Parents welcome this and appreciate the presence of the parish priest in school. As part of their topic on Baptism, Year 3 children went to the parish church to gain an insight into the Sacrament and Year 6 had a visit from a priest in a local parish to help them with their topic on Ordination. These sorts of activities together with shared liturgical celebrations are valuable links with the wider parish and community.

### **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is outstanding**

- Due to strong leadership in Religious Education, there is a shared common purpose amongst those involved in its teaching.
- Leadership is informed by a high level of expertise and vision inspiring confidence and whole-hearted commitment from pupils and colleagues. Governors are given termly updates on progress and there is a named governor who has responsibility for the subject and reports on observations made during the school day.
- Data analysis, Religious Education portfolios, lesson observations and work scrutiny ensures leaders have the information they need to maintain standards and work out strategies for future developments.
- The Religious Education Coordinators manage the subject extremely well. Through enthusiastic commitment, good subject knowledge, excellent organisational and strategic skills and highly effective training and mentoring they have been outstanding in raising achievement and standards in Religious Education.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>1</b>
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### **The overall effectiveness of Our Lady of Mount Carmel School in providing Catholic Education is outstanding**

- Through excellent leadership and highly effective teaching, standards of attainment and pupil progress are outstanding. Teaching is at least good and mostly outstanding. Well established marking strategies, assessment and tracking of pupils' progress have led to high quality teaching and learning.
- The mission and ethos of Catholic Education is evident in every aspect of school life. The leadership of the school is strongly focused on this as well as on raising standards.
- The provision offered by the school is outstanding in developing Religious Education through a well-planned and relevant curriculum. This plays an important part in the moral, social, spiritual and cultural development of the pupils.
- Pupils have a strong sense of identity. Parents and visitors comment on how pupils are able to speak articulately about why they are proud to belong to the school. Pupil behaviour is exemplary.
- The school has successfully met the recommendations from the previous inspection and Diocesan monitoring report with a notable impact on outcomes for individual and groups of pupils
- The excellent provision for collective worship and prayer has been enhanced by each class having 'Spiritual Leaders' - pupils regularly preparing and leading worship with increasing confidence and enthusiasm

### **Recommendations:**

- Further raise the quality of Catholic Education through the sharing of identified outstanding practice within the family of schools.
- Continue to develop and strengthen the closer links with the parish that have been made in recent months.
- Create an outdoor space as a further resource to provide an opportunity for personal reflection and to develop children's spirituality.