

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS **CANON LAW 806** **FINAL INSPECTION REPORT** **INCORPORATING** **SECTION 48**

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST. MARY'S CATHOLIC PRIMARY SCHOOL
BAFFAM LANE, SELBY

School URN

121639

Date of Inspection and OE
grade

7th and 8th December 2017 Good

E-mail address

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Chair of Governors

Mrs Helen Utting

Headteacher

Mrs Fiona Robertson

RE Subject Leader

Mrs. Michelle Mabley

Date and grade of last S48
inspection

22nd and 23rd November 2012 Good

Section 48 Inspector/s

Mrs. D Todd shadowed by Mrs. E
Taylor

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

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

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a Good Catholic Primary School.

- St Mary's is a good school that is representative and inclusive of the local community. Pupils, parents, parishioners and staff appreciate the 'family feel' and warmth of this school.
- The school has a very clear mission, which the whole school community has developed together. This includes the school motto "Loving, Laughing and Learning in the Light of the Lord".
- The Headteacher and Deputy Headteacher are deeply committed to St Mary's and provide good leadership. Their commitment to the children and the faith life of the school is excellent.
- The governing body is reflective, ambitious and willing to challenge. They have worked hard to create an environment that is purposeful: the relatively new EYFS and Year 1 area, clearly shows that St Mary's is a Catholic school.
- The parish priest is highly regarded by staff and pupils. Links between Parish and School are very strong and appreciated by all the community.
- Staff at all levels are excellent role models for the children and staff morale is high. They have excellent support from leaders and managers and their efforts are always valued and appreciated.
- Pupils are well supported by dedicated Teaching Assistants, many from the local parish.
- The pupils are extremely proud of their Catholic school. "We are kind in our school. We learn to say sorry. We try to help others".
- Parents also echo this. "Children leave this school as well rounded individuals. The school reinforces how you want your children to behave at home. It teaches them the importance of kindness and good manners."
- Outcomes for most pupils in the Early Years and Key Stage 1 are good.

- Challenge for some pupils needs to improve, as does pupil progress through Key Stage 2, as not enough pupils make expected or better than expected progress.
- Teaching in RE is usually good but some requires improvement. Teaching is never inadequate.
- The children benefit from a wide variety of worship. They speak fondly of preparing whole class worship, attending pilgrimages and participating in the Holy Mass.
- Provision for and commitment to Collective Worship (CW), by leaders and staff, is good. The staff have worked with the diocesan RE leader to ensure that development of CW throughout the primary years is well planned. These benchmarks have given clarity to staff. The benchmarks now need to be made more explicit to children so they can talk with greater assurance about their role in CW.
- The school has addressed all areas of development from the last inspection. Progress has been rapid and sustained in promoting and deepening home, school and parish links. Staff have had many CPD opportunities to deepen their knowledge of RE and Catholic Life. This has had a very positive impact on CW. Standards in RE still require improvement.

What the school needs to do to improve further.

- To ensure that all pupils make appropriate progress, Leaders should continue to develop a rigorous and robust system of monitoring, analysing and evaluating the impact of Teaching and Learning in RE.
- Improve pupil outcomes by increasing the number of children that reach age related expectations and above by the end of Key Stage 2
- Find accurate ways of capturing children's knowledge, understanding and skills in RE during RE lessons. Making sure tasks build upon previous learning and have the appropriate challenge and depth.
- Move away from an over reliance on summative assessment tasks by developing a range of formative assessment opportunities.

Information about this inspection

The Inspection of St Mary's Selby was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which any key issues for action identified in the previous section 48 RE Inspection have been addressed;
- The extent to which pupils contribute to and benefit from the Catholic Life of the school;
- How well pupils achieve and enjoy their learning in Religious Education (RE);
- How well pupils respond to and participate in the school's Collective Worship (CW);
- The quality of teaching and how purposeful learning is in RE;
- The extent to which the RE Curriculum promotes pupils' learning;
- The quality of CW;
- The accuracy of the school's self-evaluation system;
- The school's partnership activities – including home/school/parish links

The inspection was carried out by one lead inspector with a one trainee inspector shadowing, over one and a half days.

- A sample of 6 RE lessons and 3 acts of CW were observed including a whole school CW.
- Meetings were held with the Headteacher, staff, governors, parents, pupils, and the school council.
- A range of the school’s monitoring and assessment documentation, including pupils’ workbooks, were scrutinized.

Information about this school

- St Mary’s is a one form entry Catholic Primary school. The school serves the Parish of St Mary and educates children from 4-11 years old. 70% of pupils are baptised Catholics.
- The school has grown in recent years. Increasing to 181 pupils on roll from 124. The Pupil Admission Number (PAN) currently stands at 30 and the pupils are taught in seven single age classes.
- The proportion of pupils with special educational needs and/or disabilities is below average at 8%.
- The percentage of pupils who are eligible for Pupil Premium is below National Average at 6%.
- St Mary’s has gained several awards such as the Basic Skills Quality Mark, Inclusion Quality Mark, Artsmark and FMSiS.
- Since the previous S48 inspection, (November 2012) a number of minor staff changes have taken place. However, the Headteacher and Deputy Headteacher/RE subject leader, have remained the same.
- There are 8.3 full-time equivalent teachers. One staff member has the CCRS. The percentage of Catholic teachers is 33%, however the percentage of support staff that are Catholic is much higher.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are GOOD

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the school’s Collective Worship.	2

- Pupils appreciate their involvement in the Catholic Life of the school. They speak highly of the different types of worship and liturgy.
- The school motto is prominently displayed. Pupils can clearly be seen “Loving, Laughing and Learning in the Light of the Lord”. Pupils speak about their school with pride, they are very aware of its distinctive mission and feel ‘glad’ to be at St Mary’s.
- Pupils need to be more involved in evaluating the Catholic Life of the school.
- The pupils have a strong sense of right and wrong, and are confident when expressing their own views and belief.

- Pupils engage enthusiastically in raising funds for charities. One recent event included the wider community of Selby and raised funds for a parent that is terminally ill.
- At the time of the inspection pupils were looking forward to the Gift Mass for Catholic Care which takes place every Advent.
- A Family Mass is a regular event on Sundays or Saturdays, when many pupils of the school come and take an active part in the Mass. This helps the whole community to feel involved and strengthen bonds between home, school and parish life.
- Pupils and parents are rightly proud of the behaviour at the school. Pupils and staff treat one another with kindness and respect and behaviour is discussed with gospel values firmly in mind.
- The traditions of the liturgical year are celebrated and enjoyed by all. Each class had a beautiful advent wreath to which all pupils contributed. Pupils enjoy taking home travelling cribs and praying with their family.
- A number of pupils are altar servers at Mass. The pupils enjoy praying alongside parishioners when they have Mass in school or in the parish church.
- Standards pupils achieve are broadly average. Very few children, at Key Stage 2, achieve at the higher levels. Most children make two levels of progress; this is in line with expectations. Very few make more than expected progress.
- Although most pupils take pride in their work and RE books are usually well presented, some tasks lack challenge.
- Pupils are not always aware of their level of achievement and what they need to do to improve.
- There are some opportunities to develop pupils as independent learners with creative teaching in RE which encourages investigation and reflection by pupils to impact on progress and achievement. However, these need to probe deeper and children need to be motivated to produce their best at all times.
- Pupils speak enthusiastically about RE. “RE is really interesting and fun. We learn about the bible. There is usually some new learning in every RE lesson”.
- Excellent routines have already been established in the Foundation Stage, it has a calm purposeful manner. Despite children coming from a wide range of settings or straight from home, they are able to show sustained concentration during RE lessons and collective worship.
- Pupils are learning many of the traditions of the faith for example responses spoken in Mass. The alleluia which was sung to greet the gospel in one class worship was very appropriate.
- Pupils can discuss different types of worship and prayer. Pupils are able to use the Bible to find suitable scripture readings. Pupils also have a good knowledge of hymns and are able to write short simple prayers appropriate to their age.
- Older pupils plan and lead CW. Those at lower Key Stages are beginning to input by dressing the altar and choosing readings or hymns.
- St Mary’s is an inclusive school. Respect is shown for all faiths and cultures. Pupils are able to express their opinions appropriately whilst showing respect for all.
- During CW pupils act with reverence and willingly participate at levels appropriate to their age
- Pupils enthusiastically join in community prayers and communal singing. The singing is of a high quality.

The provision for Catholic Education is GOOD

The quality of teaching and how purposeful learning is in Religious Education.	3
The extent to which the Religious Education curriculum promotes pupils’ learning.	2

- Teaching is mainly good and pupils usually concentrate well in lessons. Teachers generally have strong subject knowledge.
- When lessons require improvement it is occasionally teachers' subject knowledge or lack of flexibility to move away from planning which limits pupil progress.
- Formative assessment and planning of the next steps in learning are not always used effectively. Improving skills for accurately assessing pupils' work across all attainment targets would help to drive up attainment in RE.
- Pupils are provided with detailed feedback both orally and through marking, however this is not consistent across classes and pupils do not always revisit work to act upon teachers' comments or questions.
- The school uses a diocesan recommended RE scheme, 'The Way, the Truth and the Life'. When lessons are very good the scheme has been adapted and added to and pupils are challenged to think deeply.
- All teachers have had training in "Creative RE" and professional development for the teaching of RE is a priority of the school.
- The school uses half-termly summative assessments in RE. Currently these do not inform planning well enough and some marking and feedback does not move the pupils learning on quickly enough.
- The best examples of marking and feedback gave pupils detailed feedback. Pupils knew which levels they were working on and were able to talk about how they could improve.
- Religious Education provides good opportunities for spiritual and moral development.
- Parish Links are particularly strong. The school is also striving to make links with other Catholic schools so that moderation of work becomes more accurate.
- Achievement and effort are celebrated. Pupils are supported by Teaching Assistants who steer discussions and ensure pupils contribute.
- Provision for RE and the Catholic Life of the school is a focus for the School Development Plan and is a priority for all leaders and managers.
- The RE curriculum is enhanced by RE theme weeks or days, such as the "Take one Parable" or "Saints at Pentecost Party". The school also teaches about other world faiths through their Other Faith Weeks, which take place each year.
- High quality Collective Worship (CW) is central to the life of this school and a key part of school life. There has been a significant investment of time in this area and the Catholic Life of the whole school community has benefited as a result.
- The dedicated head teacher and deputy head teacher lead the staff in a faith filled community. Pupil's liturgical formation is well planned for and is highly regarded by parents.
- Staff are good role models. They take an active part in the many and varied acts of worships alongside the pupils.
- All classrooms have a focal point for CW. CW is regularly planned for and the children know many traditional prayers. There is a clear policy for progress in CW, which is understood and implemented by all staff. This structured approach now needs to be applied more rigorously to RE.
- Mass is celebrated in school and the liturgical seasons are always marked with some whole school CW, as well as key stage and class based worship.

The Leadership and Management are GOOD

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- Leaders, governors and managers demonstrate a strong commitment to the church’s mission. Improvements in RE and the Catholic Life of the school feature prominently in the school development plan.
- In general, the school has made good progress against areas for improvement identified in the previous S48 inspection. A particular strength is the promotion and deepening of home, school and parish links.
- The leaders and managers of the school are all very active in the parish of St Mary’s. Many are Eucharistic ministers. This example of faith and the ability to join both church and school into one community is a real strength.
- CPD in RE and CW has been a focus since the last inspection. The impact of this is stronger in CW and is yet to have a significant impact on standards in RE. The structured planning and benchmarking that has been used for planning progress in CW now needs to be applied to RE.
- The school needs to continue with a rigorous and robust system of monitoring, analysing and evaluating the impact of Teaching and Learning in RE to improve pupil outcomes, particularly at the end of Key Stages.
- Leaders accurately assess what needs to happen next. These improvements now need to be actioned immediately to strengthen teaching and learning ensuring all lessons are good or better.
- Formative assessment and planning of the next steps in learning are not used effectively. Improving skills for accurately assessing pupils’ work across all attainment targets would help to drive up attainment in RE. Leaders are committed to making these improvements and have sought to make links with other Catholic schools in the denary. This work is in its early stages but is a priority for leaders.
- Parents and carers speak about the highly committed staff and give praise to the leadership of the school and the strong parish links.
- The school uses a mixture of resources for sex and relationships education (SRE). They have recently audited provision, discussed the policy at governor level and will soon be consulting parents on the new diocesan policy for SRE.
- Governors are provided with information regarding the Catholic Life and teaching in RE. All governors are linked to a year group and many governors attend events within the school. The governing body is reflective, ambitious and willing to challenge. They have worked hard to create an environment that is purposeful. A clear example of this is in the newly developed EYFS and Year 1 area, which also clearly shows that St Mary’s is a Catholic school.
- Excellent relationships should allow leaders to challenge any inconsistencies with rigour. School should build upon its strengths and plan appropriate actions to ensure pupil outcomes and the quality of teaching improve.
- The school’s partnerships within the local area are very strong and they work closely with their community. Effective partnerships with other Catholic schools have been harder to establish. The RE coordinator and Head are very aware that these partnerships need to strengthen and they are actively seeking to promote this.
- The school has very successful strategies for engaging with parents and carers; they have a clear understanding of the school’s mission and are highly supportive of it.
- Responses to a recent parental survey were mainly positive, with most parents agreeing or strongly agreeing that the school does a good job in terms of RE and Catholic Life. The results of the survey were also confirmed in a meeting where the

parents spoke very highly of the school. The only area for improvement was “The school does not promote itself enough. It is excellent and it should shout about it in the local press”.

- All canonical and statutory responsibilities are fulfilled.