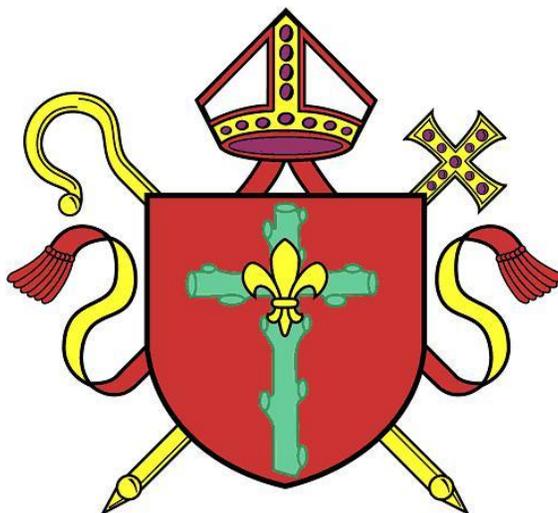


# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Mary's Catholic Primary School  
Wellington Street  
Grimsby  
Lincolnshire  
DN32 7JX

26 April 2012  
(Summer Term 2012)

**URN: 118059**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Saint Mary's Catholic Primary School</b>
<b>Headteacher:</b>	<b>Mr Greg Marsden</b>
<b>Chair of Governors:</b>	<b>Mrs Jan Ducey</b>
<b>Date of Inspection:</b>	<b>26 April 2012</b>
<b>Inspection Team:</b>	<b>Mrs Anne Recchia Mr Peter Giorgio</b>
<b>URN:</b>	<b>118059</b>
<b>Overall Grade Awarded:</b>	<b>2</b>

### Description of the school

Saint Mary's is an average sized Catholic primary school in the town of Grimsby. There are 247 pupils on roll of which 29% are baptised Catholics, 23% are from other Christian denominations, 5% from other faiths and the largest majority, 43%, have no religious affiliation. Approximately 80% of pupils are from White British backgrounds with the remaining pupils from a range of minority ethnic backgrounds predominately of Eastern European origin. The school roll contains pupils from 14 different nationalities and is the most ethnically diverse school in the Local Authority. The proportion of pupils whose first language is not English is well above average as is the proportion of pupils eligible for free school meals. The proportion of disabled pupils and those with special educational needs is above average. The school admits pupils from some of the most deprived wards in the country. As a result, the baseline performance on entry is below national average.

Since the last inspection there has been considerable staff change and the school has become part of a soft federation with a local Church of England school, Lisle Marsden. Approximately one half of the teaching staff has changed since the federation was formed. The executive headteacher carries the responsibilities of headship for both schools. The management structure of Saint Mary's now includes a head of school and an assistant headteacher.

The school has been awarded the following: Basic Skills Mark, Arts Mark, Healthy Schools Status and the Information and Communication Technology Mark.

## Overall effectiveness

Saint Mary's is a good school overall with some outstanding features. Standards in Religious Education are satisfactory but given the low starting points, most pupils make good progress throughout their time at the school with accelerated progress becoming increasingly evident in many classes. Pupils benefit and contribute to an outstanding level from the Catholic life of the school. The school's mission is a lived out experience for the pupils, they appreciate the contribution it makes to their lives and are articulate in expressing this. Pupils are becoming increasingly skilled in the planning and leading of worship. Collective worship makes a good contribution to the moral and spiritual development of the pupils.

Leadership and management of the school are good overall. It is well led by a highly motivated headteacher who is ably supported by the head of school and assistant head. They have a good understanding of the school's strengths and areas for development through rigorous assessment, monitoring and evaluation. They have been instrumental in improving standards in Religious Education and in maintaining the outstanding Catholic life of the school. The Religious Education coordinator has ensured that staff are well trained and supported. The impact of this effective professional development can be seen in rising standards and in the strong cohesive staff team sharing common aims. The governing body is supportive of the school and has been courageous in the leadership of the school's move to a soft federation. Governors do however, need to be more involved in the strategic development of the school through formal monitoring and evaluation of the Catholic life of the school and curriculum Religious Education.

The provision in promoting Catholic Education is outstanding. Teaching is good overall, leading to purposeful learning in Religious Education. Assessment and academic guidance are good and improving, leading to a well differentiated curriculum which meets the needs of pupils. The quality of collective worship provided by the school is outstanding. It is highly effective in developing the moral and spiritual lives of the pupils.

<b>Overall effectiveness</b>	<b>Grade: 2</b>
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## What does the school need to do to improve further?

- To ensure that there is a clear distinction between the Catholic life of the school and curriculum Religious Education within the school's reporting and evaluation arrangements and that this is evident in the school's Section 48 Inspection Self Evaluation Form.
- To ensure that governors are more fully involved in regular monitoring and evaluation activities in order for them to discharge their responsibilities even more effectively.
- To continue to develop pupils' ownership and leadership of collective worship through continued focus on developing these skills from an early age.

## **The school's capacity for sustained improvement**

The school has a good capacity for sustained improvement. The establishment of the federation has had a very positive effect on standards and the school is moving forward rapidly. Members of the leadership team have complementary skills that are used effectively to make changes in the curriculum, teaching, learning and the ethos of the school. They are highly motivated and consistently communicate high expectations to staff about securing improvement both in Religious Education and the Catholic life of the school. The leadership team regularly refer to the school as a 'mission school'. They are able to share their vision very effectively with the staff and children and ensure their mission is a lived experience.

The monitoring and evaluation of the school's performance is now more rigorous due to strong leadership by the executive headteacher and the leadership team. Plans to improve performance in the school are grounded in detailed analysis of pupils' achievement and are being used effectively to improve standards. Areas of underperformance highlighted in the last inspection have been acted upon swiftly and effectively. The Religious Education curriculum is now being delivered more creatively and is responsive to the needs and learning styles of the pupils. Standards are rising in all key stages but most significantly in Key Stage 1 and the early stages of Key Stage 2. This has been as a direct result of more consistent good teaching, better assessment, monitoring and evaluation.

The school has made good use of Diocesan training and support to improve the quality of assessment. As a result, the school has an accurate picture of pupils' attainment and progress and realistic and challenging plans have been developed to improve outcomes for pupils.

The school's effectiveness as a Catholic school is likely to be sustained by the current leadership and management. Governors however, need to be more involved in the strategic development of the school in order for them to be more influential in determining the direction of the Catholic life of the school and in evaluating outcomes in Religious Education for pupils.

<b>The school's capacity for sustained improvement</b>	<b>Grade: 2</b>
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## **PUPILS**

**How good outcomes are for pupils, taking particular account of variations between different groups**

The majority of pupils at Saint Mary's enter the school with little or no religious knowledge and understanding. From this low point, pupils make good progress in the Foundation Stage. Standards at the end of this stage are still considerably lower than national expectations but pupils have been given the sound building blocks that underpin learning at a later stage. Pupils make rapid progress in Key Stage 1 with the majority of pupils reaching national standards in Religious Education by the end of the key stage and a minority of pupils exceed these.

Progress in the early stages of Key Stage 2 remains good with the majority of pupils making three sub levels of progress per year. Pupils in Years 5 and 6 continue to progress at a slightly slower rate, making expected progress over each academic year. Standards of attainment by the end of the final key stage are on target to be at least broadly average - an improvement over last year's results. Assessment evidence shows that this upward trend is continuing. There has been a drive to improve thinking skills in these year groups and this is having a positive impact on the extent of enquiry that the pupils now undertake. Pupils' work in Years 5 and 6 is beginning to show a more in depth knowledge of scripture and its relevance to the pupils' own lives.

The tracking of pupils' progress in Religious Education shows that pupils with English as an additional language make at least as good progress as others and often make accelerated progress as their language acquisition improves. Pupils with a disability or special educational needs make progress in line with other pupils in their year group. The school has a larger proportion of girls (55%) to boys but there is no significant gender difference in attainment and progress

Pupils are keen to do well and are enthusiastic in their Religious Education lessons. They work conscientiously and understand how to improve their work. Pupils are generally keen to produce their best work, are diligent and hardworking, generally working at a good pace. As they progress through the school, they are becoming more religiously literate and are increasingly aware of the impact their religious knowledge and understanding is having on their lives.

Pupils take on responsibilities within the school that play a part in shaping its religious character. There is an effective school council that gives the pupils a voice and works with staff to address their concerns. There is an enthusiastic chaplaincy team who are keen to take a lead in planning and leading liturgies and are most effective in leading prayer and worship for small groups. Plans to develop the team's skills in chaplaincy especially in preparing and leading acts of collective worship will strengthen this aspect of pupils' involvement. Pupils in Year 5 and 6 act as buddies for younger children understanding the need to include the most vulnerable pupils in play. Pupils increasingly take advantage of opportunities to engage with the parish, voluntarily attending Mass on a Friday lunch time in considerable numbers. Pupils are very proud of their school and its Catholic tradition. They are reflective when asked to evaluate the Catholic life of the school and take full advantage of the opportunities offered for their personal support and development. Vulnerable pupils are well supported by the nurture group which ensures that their social and emotional needs are well met. Pupils are able to articulate the distinctive nature of the school and its inclusivity. During the inspection pupils said, 'We include everybody we are all in the school family' and 'It is a Catholic school', 'The learning is really good, we like being challenged'. They describe their school as being 'surrounded by a cloud of love'. Pupils show high levels of respect for one another. They understand the consequences of their actions and are aware that tolerance and forgiveness are important in their relationships with each other and the adults in the school community. As a consequence, bullying and racial harassment are rare in the school.

Pupils act with reverence during acts of collective worship and are keen to participate. Pupils value the religious and cultural diversity within the school and welcome visitors from different faiths, showing respect and interest. They are at ease when praying both

traditional prayers of the Church and spontaneous prayer. Pupils are encouraged to create their own prayers which are included in liturgies and are beginning to develop their own ideas within a given structure. Plans to develop the skills to plan and lead collective worship with confidence and enthusiasm from an early age would enhance provision and develop the spiritual life of the pupils even further. The role of pupil chaplain is held in high regard by the pupils. They are good role models and are keen to develop their skills further. Collective worship makes a good contribution to the moral and spiritual development of the pupils.

<b>How good outcomes are for pupils, taking account of variations between different groups</b>	<b>Grade: 2</b>
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## **LEADERS AND MANAGERS**

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

The overall effectiveness of leaders and managers in developing the Catholic life of the school is good with some outstanding aspects. This is particularly true in terms of the leadership of Religious Education. The school's coordinator for Religious Education has worked tirelessly on a range of initiatives aimed at addressing the issue of overall standards in curriculum Religious Education and the impact of this work is now beginning to become evident.

All leaders are deeply committed to the educational mission of the Church and see their role at Saint Mary's as a vocation of 'service'. Teachers new to the school and particularly those who are newly qualified receive good and appropriate induction into the school. Arrangements are in place for teachers who are not Catholic to receive support from the coordinator for Religious Education which involves support with planning and the modelling of good practice in the teaching of Religious Education.

Following thorough self-evaluation, appropriate action points are included in the school's development plan. It is important however, that a clear distinction is made between actions which are focussed towards the Catholic life of the school and those which are specifically concerned with continuing to raise standards in curriculum Religious Education. It is also important that the true extent and scope of the school's monitoring and evaluation activities are reflected accurately in the Section 48 Inspection Self Evaluation Form

Community cohesion at Saint Mary's is outstanding. Pupils are respectful of each other and know that their rich and diverse cultures are valued and celebrated. Due to changes in the composition of the school's intake, the school has worked hard to welcome and cater for the needs of pupils with English as an additional language. This includes the provision of specialist staff and additional support for parents. Strong links exist with the parish and the Parish Priest is a welcome and frequent visitor to the school. Links between Saint Mary's and other local schools are also strong. Pupils participate with great determination in a range of fundraising activities and support national charities such as CAFOD and the shoebox appeal and more local organisations such as the local branch of the Apostleship of the Sea based at Immingham.

Leaders consult with parents on a regular basis, this involves informal feedback but also more formal feedback in the form of an annual questionnaire on the Catholic life of the school. Responses to the latest version of this questionnaire, (March 2012) were overwhelmingly positive.

The school's governing body is highly supportive of the school and governors are deeply committed to the school's mission. They show a sound level of understanding about the school's strengths and areas for development which is based ostensibly on their frequent, informal visits to the school. In order to develop further, it is important that governors receive detailed and frequent feedback from the many monitoring and evaluation activities that the school's senior leadership team undertakes. Governors might also wish to consider the creation of an additional governor committee which could oversee academic standards and the Catholic life of the school among other areas.

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>Grade: 2</b>
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<b>PROVISION</b> <b>How effective the provision is in promoting Catholic Education</b>
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Saint Mary's sees itself very much as a 'mission' school and this view is endorsed fully by the inspection team. One of the school's major strengths is the level of provision that is offered to the pupils in its care.

The quality of teaching and learning in Religious Education is good overall. During the inspection, the vast majority of teaching observed was good with some examples of outstanding practice. A small number of lessons were graded satisfactory. Where teaching is good, teachers plan lively and engaging lessons which captivate pupils' interest and enable them to make good progress. These features are also evident in outstanding lessons but here, teachers also ensure that all pupils are constantly challenged to develop and improve their responses by expecting the use of precise and accurate vocabulary at all times. Lessons proceed at a brisk pace with independent tasks that are varied and perfectly suited to pupils' individual learning needs. Where teaching is satisfactory, the pace of learning is slower and not all tasks are sufficiently challenging or appropriate to Religious Education as a core subject of the curriculum. The school's team of teaching assistants provide extremely effective support for pupils by providing them with challenge and support so that they are able to access learning at an appropriate level. The quality of relationships in all classes is excellent.

Assessment systems for tracking pupils' progress in Religious Education are rigorous. The progress of each pupil is tracked along the different attainment targets on an annual basis, this information is then used to identify pupils or groups of pupils who may not be achieving the expected levels of progress. The school's Foundation Stage staff have devised an extremely sophisticated assessment tool for tracking pupils' progress in Religious Education – this would be further enhanced by the incorporation of the Diocesan baseline package. The marking of pupils' work in Religious Education is effective and it is clear that recent initiatives such as the implementation of Assessment

for Learning strategies is having a positive impact. Following a scrutiny of the pupils' workbooks in Religious Education, it is now evident that pupils are part of the marking process and that there is sometimes a dialogue between pupil and teacher so that pupils are aware of the steps required to improve their work further.

The school meets the Episcopal requirement that 10% of total curriculum time each week is devoted to curriculum Religious Education. Good progress has been achieved since the last inspection on the development of a more creative curriculum. The Religious Education curriculum is in line with the Curriculum Directory published by the Bishops' Conference of England and Wales and has been tailored effectively to the needs of the pupils at Saint Mary's.

The school's provision for collective worship is outstanding. It is clear that prayer, worship and the Eucharist are at the very centre of the school's life and that pupils are able to take part in a wide range of acts of worship and liturgies which reflect both the seasons of the Church's year and the Religious Education topics being studied. Wherever possible, these acts of worship also include prayers in languages which are familiar to some of the pupils and this adds to a sense of inclusivity and respect for different cultures and traditions. Members of other world faiths have also visited the school and have spoken to the children about their own faith. Provision for collective worship is monitored on a regular basis and the outcome of this monitoring is used to inform future planning. The school's chaplaincy team which is made up of pupils from Year 6 play an active part in the leadership of worship. The school is now aware of the need to continue to develop this further. Parents are welcome to attend the school's liturgical celebrations and the school continues to work hard to encourage an even greater participation in this respect.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 1</b>
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<b>Common grading scale for all inspection judgements</b>	
<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	1
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>2</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	3
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>2</b>
<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>	<b>2</b>
<b>How effectively leaders and managers promote community cohesion.</b>	<b>1</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>1</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>3</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>1</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>1</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>1</b>