



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

### St Mary's Catholic Primary Voluntary Academy

Grammar School Road, Brigg, DN20 8BB

<b>School URN:</b>	138015
<b>Inspection Date:</b>	18 June 2018
<b>Inspectors:</b>	Mrs Helen White and Mrs Siobhan Minford

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Requires Improvement	3

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### St Mary's Catholic Voluntary Academy is a good Catholic school.

- The current headteacher, the subject leader for Religious Education and a significant proportion of the teaching staff, have all been appointed since the last Diocesan Canonical Inspection in June 2013.
- The Catholic Life of the school is good. The school promotes many charities. Behaviour across the school is good. Pupils have a strong sense of belonging and this is promoted through the work which pupils do on their mission statement.
- The quality of the Collective Worship is good. Pupils are very capable of planning and leading worship with little input from the adults. This is well embedded and the spaces for prayer throughout the school are given priority.
- The quality of Religious Education needs improving further. Supported by the Primary Adviser for Religious Education, the school has begun to address the issues around Religious Education raised in the previous inspection. However, there are still many aspects within teaching and learning and data analysis which require further development in order to raise standards and bring Religious Education in line with the other core subject areas.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Mary's Catholic Voluntary Academy, part of the Northern Lincolnshire Catholic Academy Trust is situated in the town of Brigg.
- There are currently 192 pupils on roll. 33% of pupils are baptised Catholics; 48% belong to other Christian denominations; 5% identify with other world faiths and 14% have no religious affiliation.
- The school converted to academy status in April 2012. It is currently in the process of becoming part of the larger Catholic Multi Academy Trust for Lincolnshire, St Thérèse of Lisieux Catholic Multi-Academy Trust.
- The parishes served by the school are: St Mary's, Brigg; St Augustine Webster, Barton upon Humber; St Thomas More, Caistor; Holy Rood, Market Rasen; St Francis De Sales, Haniton and Our Lady and St Joseph, Osgodby.
- 11% of the school population has special educational needs and/or a disability (SEND).
- 15% of pupils on roll are in receipt of the additional Pupil Premium funding, which supports the needs of disadvantaged pupils.

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

- The quality of the Catholic Life of the school:
  - Where leaders and managers monitor the provision for Catholic Life in the school there is a need to extend these evaluations to include other members of the school and parish community. The views of parishioners and visitors at school Masses in church for example would support and challenge the development of this area further.
- The quality of Collective Worship:
  - There is a need to develop the range of religious artefacts and resources available for pupils to use in school to enhance their Collective Worship even further.
  - The school would benefit in having the support of a lay chaplain to support and enhance the provision of Collective Worship and to support the subject leader for Religious Education.
- The quality of Religious Education:
  - Accelerate progress in Key Stage 2 in order to meet diocesan expectations and become closer in line with other core subject areas.
  - Develop strategies to ensure that pupils take an active role in their learning.
  - Set out clear expectations for presentation of work in pupils' books and ensure that they are consistently applied across the school.
  - Assessment data needs to be collected termly and a more thorough analysis of the tracking of pupils' progress in Religious Education is required.
  - Prior attainment needs to be used to inform differentiation in lessons and teachers' expectations for higher ability pupils need to be raised.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	2
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school – good**

- Pupils at St Mary's appreciate the local community to which they belong. As a result, they are regularly involved in supporting a number of charities such as: The Apostleship of the Sea, CAFOD, Samaritan's purse, as well as funding raising for a former pupil's building project in Central America. This communicates the ethos of the school to the wider community.
- The behaviour of most pupils is good at all times and in every aspect of the school day. Pupils move around the school calmly and respectfully and the school has a caring, friendly atmosphere, evident in how pupils treat each other.
- Pupils showed a clear understanding and appreciation of the importance of the Catholic Life of the school. Pupils who have transferred from other schools are appreciative of how displays and activities in school provide them with personal support and they feel this makes the school a bright and welcoming place to be.
- Pupils show a clear understanding and appreciation of key celebrations throughout the year. They enjoy being able to celebrate with the local parish and the diocese and regularly invite parents and parishioners to share in their celebrations.

### **The quality of provision for the Catholic Life of the school – good**

- The school's mission statement is evident around the school and is visited regularly by the pupils in lessons throughout the year. It is a good expression of the school's beliefs and its educational mission.
- The learning environment is bright, colourful and inviting. It reflects the school's mission and demonstrates very effectively its Catholic character.
- Staff provide a number of opportunities for pupils to develop their learning environment. The recent completion of the 'Reflective Garden' by staff, pupils and parents has created a peaceful space for outdoor prayer and quiet time. Pupils are rightly proud of this achievement as demonstrated in their presentation and plan to enter it into the Lincolnshire County Show.
- Good relationships exist between staff and they support each other well in ensuring that the needs of all pupils are met.
- The school regularly communicates high expectations of behaviour to all pupils and has recently reviewed its behaviour policy. A number of strategies have been adopted recently to enable the highest possible standards of behaviour across the school. These include 'Good to be Green' and 'CPOMS' as well as an active house system named after the Evangelists and led by pupils which positively reinforces good behaviour.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – good**

- Governors are proud of the school. They demonstrate a public commitment to the school's relationship with the parish and the development of Religious Education in school. The Spiritual and Wellbeing Committee is given a high priority and the development of a strong Catholic ethos is taken seriously by all leaders.
- Leaders conduct monitoring activities related to the provision and outcomes of Catholic Life. These are solely centred around pupil views. There is a need to extend these evaluations to other members of the school and parish community now.
- Planning for improvements to the Catholic Life of the school involves key partners and the action plan clearly identifies areas for development but also builds on areas of strength. The subject leader for Religious Education works hard to develop, monitor and evaluate the progress of this action plan.
- Parents speak highly of the school and appreciate the efforts made to keep them informed of all aspects of school life. They appreciate being able to support the school in a number of projects, the 'Reflective Garden' being the most recent and they enjoy attending acts of worship and Masses.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**How well pupils respond to and participate in the school's Collective Worship – good**

- All pupils act with reverence and are very eager to participate in all areas of Collective Worship. From the youngest age groups, all pupils reflect in silence and are able to join in with prayers confidently. Inspectors observed the youngest children demonstrating awe and wonder at the creation of the world, during their Collective Worship, when the teacher shared photographs including wild animals and storms.
- Pupils have recently taken a more active role in preparing and leading Acts of Worship and enjoy this responsibility. Pupils create a prayerful environment in the new chapel and value having this space to worship in.
- The confidence with which they plan and deliver Acts of Worship using the 'See, Hear, Think, Do' template, indicates that this is regular practice and the process has been modelled well for them. There is a need to develop the range of religious artefacts and resources available for the children to use to enhance their worship even further.
- Most pupils have a good understanding of liturgical seasons and feasts and this is apparent in class prayer areas and around the school. Thoughtful appropriate focal points were evident in the Acts of Worship observed.

### **The quality of provision for Collective Worship – good**

- Staff and pupils pray together regularly and it is an integral part of all celebrations. Pupils' spontaneous prayers can be seen around the school and in particular on the door to the new chapel.
- Acts of Worship are well planned and evaluated and pupils speak positively and enthusiastically about their opportunities to lead others in prayer and reflection. A pupil explained that she appreciated the opportunity to be able to pray the Angelus each day with the subject leader for Religious Education.
- Teachers show a confidence in the skills the pupils have been taught in leading worship as they feel able to stand back and let the pupils lead fully.
- Collective Worship is centred around clear themes and messages. A Collective Worship planner is available centrally for everyone to refer to when planning Acts of Worship so that themes are consistent with the liturgical season and the Catholic character of the school.
- Parents and other stakeholders associated with the school are encouraged visit the school and to attend Acts of Worship. On entry to the school in the Foundation Stage, parents are informed and supported in promoting the learning of prayers with their children through their weekly homework tasks. Parents say that they appreciate this.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – good**

- The headteacher has been aware of the need to develop the provision for Collective Worship in the school and as a result, has adapted the current scheme in favour of 'Let Us Pray'. Pupils have been supported in their development by the models of good practice they see in their teachers and the school leaders.
- Leaders and managers regularly monitor and review Collective Worship as part of their self-evaluation process. Gathering the feedback of a wider audience would help to develop this process even further.
- The priority given to the development of Collective Worship is seen in the development of the school chapel. The allocation of this space has enhanced the pupils' worship experience and they appreciate the opportunity to lead worship within it.
- The school is fortunate to have a governor who runs a prayer group for pupils during lunch times. This is well received by pupils.
- The school would benefit from having the support of a lay chaplain to further develop the provision of Collective Worship and to support the subject leader for Religious Education.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	3
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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**How well pupils achieve and enjoy their learning in Religious Education – requires improvement**

- Pupils' progress and attainment in Religious Education at St Mary's requires improvement. By the end of Key Stage 1, standards are in line with diocesan expectations. However, by the end of Year 6 standards in Religious Education are below diocesan expectations. They are also below the levels attained by the school in English. The school needs to accelerate this learning in order to match attainment in other core subject areas at the end of Key Stage 2.
- During the inspection, pupils were able to demonstrate their enthusiasm for Religious Education and were capable of articulating their ideas about Religious Education well. However, teachers need to develop strategies to enable pupils to take a more active role in their learning in Religious Education lessons.
- There are ample opportunities for sustained pieces of writing, however, the presentation in some pupils' books is untidy and lacking in care.
- Pupils have a growing awareness of the Religious Education attainment levels and these are displayed on some of the classroom walls. There is an increasing understanding from the pupils about what they have to do in order to attain higher and improve but this needs to be developed further.

### **The quality of teaching and assessment in Religious Education – requires improvement**

- The quality of teaching and assessment in Religious Education requires improvement. Although inspectors observed some good teaching, in some lessons, teachers were 'spoon feeding' the pupils. These lessons were 'stop – start' lessons which involved direction from the teachers, discussion by the pupils and recording that aspect or paragraph.
- There needs to be a greater knowledge of pupils' prior attainment so that lesson time is not wasted revisiting levels which have already been met by pupils.
- Progress is not rapid enough from pupils' starting points. Inspectors were not always able to match pupils' attainment in the tracking data to the work set for pupils in class. Pupils are being asked to cover lower levels of attainment before attempting the level where they have previously demonstrated that they have met. There need to be higher expectations for higher ability pupils so that they are not allowed to 'coast' and are continually challenged in their thinking.
- The assessment of pupils' work needs to be referred to more frequently in order to identify underachieving pupils and pupils who need to be targeted in lessons. School pupil progress meetings should include the progress of pupils in Religious Education, especially for vulnerable groups.
- Where scaffolding is used to help the younger or less able pupils record work, this is well-balanced with opportunities for independent writing.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – requires improvement**

- Although the subject leader for Religious Education has brought in many ideas and strategies since the last inspection, leaders' and managers' promotion, monitoring and evaluation of the provision for Religious Education still requires improvement. The subject leader for Religious Education has worked hard to push Religious Education to be a high profile subject. She has attended training at the diocese and is aware of the current developments in the Religious Education curriculum. The status of Religious Education as a core subject in a Catholic school needs to be made far more explicit to all staff.
- The Religious Education action plan demonstrates that the school has made progress this year in working towards raising standards in Religious Education. This needs to continue to be rigorous and to include further work on data analysis.
- Governors on the Spiritual and Wellbeing Committee were keen to be involved; they are involved in book scrutinies and learning walks. They have been supportive to the headteacher regarding recent staffing issues and recruitment.
- There are already links within the school's Multi-Academy Trust in order to further support development in this area. These need to continue in order to support leaders with monitoring and evaluation more rigorously. Data needs to be collected termly and evaluation needs to be carried out more frequently and must include the monitoring of various pupil groups.



## SCHOOL DETAILS

<b>School Name</b>	St Mary's Catholic Primary Voluntary Academy
<b>Unique Reference Number</b>	138015
<b>Local Authority</b>	North Lincolnshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 9 Religious Education lessons, (the headteacher jointly observed 3 of these lessons with one of the inspectors) and 5 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education and 5 governors. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr James O'Shaughnessy
<b>Headteacher:</b>	Mr David Sidaway
<b>Date of Previous School Inspection:</b>	25 June 2013
<b>Telephone Number:</b>	01652 653355
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.