

DIOCESE OF MIDDLESBROUGH

**Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School**



School: Saint Mary, Queen of Martyrs Primary
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Date: 26th & 27th March 2012
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A Report from
The Diocese of Middlesbrough Education Service
Section 48 Inspection Team
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INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupil's needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory Catholic school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St Mary Queen of Martyrs Primary school serves the parishes of St Mary Queen of Martyrs and St Francis of Assisi. There are 354 pupils on roll which is a larger than average primary school. 30% of the school population are baptised Catholic, 67.23% are from other Christian denominations and 1.13% are from other faiths. The staff comprises of

13 full-time teachers and 2 part-time teachers, 13 full-time support staff and 5 part-time; 73% of the staff are Catholic.

The proportion of pupils known to be eligible for free school meals is above the national average at 26.12%. The majority of the pupils are white British only 3.44% with English as additional language. The number of disabled pupils and those who have special educational needs is broadly in line with the national average. Pupils come mainly from the surrounding area of Sutton Park but a number travel in from surrounding areas in particular from Bransholme therefore pupils are from mixed socio-economic backgrounds.

There have been a number of changes since the last Section 48 Inspection of 2007. Following the retirement of the previous Headteacher, the deputy Headteacher and a phase leader share the temporary acting-headship of the school. The governors have appointed the Deputy Headteacher as substantive Headteacher from September 2012.

Pupil Catchment:

Number of pupils on roll: 354

Planned Admission Number of Pupils: 40

Percentage of pupils baptised RC: 30%

Percentage of pupils from other Christian Denominations: 67.23%

Percentage of pupils from other World Faiths: 1.13%

Percentage of pupils with no religious affiliation: 1.41%

Percentage of pupils special needs:

Teaching Staff:

Full-time Teachers: 13

Part-time Teachers: 2

Percentage of Catholic Teachers: 73%

Support Staff:

Full-time Classroom Support Staff: 13

Part-time Classroom Support Staff: 5

Percentage of Catholic Classroom Support Staff: 72%

Percentage of learning time given to R.E

10% in all classes

Parishes served by the School

St Mary Queen of Martyrs RC Church, Hull

St Francis of Assisi RC Church, Hull

1. OVERALL EFFECTIVENESS

2

MAIN FINDINGS

Saint Mary Queen of Martyrs is a good Catholic school. There is unequivocal and explicit evidence that the school is committed to its Catholic life and mission particularly in the way that the school promotes Gospel values. It celebrates the gifts of every individual- 'Be the best you can be Jesus loves you always' to quote the school's mantra which is written big and bold across the school hall. The school is passionate about its work exemplifying its mission

'Our school is a place where all learn and grow knowing that Christ's love surrounding them and all are valued for their uniqueness.'

Catholic ethos is at the heart of everything the school does. Pupils are encouraged to take the school ethos home and pass on the messages received at school. They are encouraged to be 'ambassadors' for the school and the Catholic church. The enthusiastic, energetic staff are excellent role models and relationships are outstanding enabling pupils to thrive in the exceptional calm atmosphere. Pupils benefit greatly from what the school offers especially with regard to prayer life and Catholic traditions. Prayer is central with parents and parishioners being involved in every aspect of worship and the prayer life. The school also nurtures its good relationship with the parishes through support for the First Holy Communion programme and inviting the community to religious events in school. Pupils and staff benefit from the parish priests' visits and from the many opportunities of experiencing the liturgical year. The interior of the building is exceptionally well presented and cared for. This pride and the attention to detail filters through the religious displays which are outstanding in their effect of promoting Catholic beliefs and traditions. Stations of the cross were displayed in the hall and every classroom had wonderful religious displays and artefacts. The entrance display board strongly promotes total equality for all, pupils and staff alike. The chaplaincy team plays a key role in advancing the Catholic life of the school and offering a secure net for the spiritual, moral and emotional development of the school's many pupils. Progress of pupils in Religious Education is not as good as it could be, this is an area the school is well aware of and for the need to develop this further. The acting Co-Headteachers are dedicated and compassionate leaders providing purposeful vision for others.

What the school needs to do to improve further :

1. Ensure Religious Education is regarded as a core subject by:
 - Having the Catholic Life of the school including R.E. at the front of the school's strategic plan.
 - Having Performance Management targets reflect the development of the distinctive Catholic nature of the school.
2. Ensure progress in Religious Education is monitored termly and that the progress of individuals and groups is tracked so that any underachievement can be identified.
3. Build on the recent assessment and moderation work by putting in place a comprehensive and detailed system that promotes pupils attainment.
4. Review the school's Mission Statement.

2. PUPILS

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

2

Outcomes for pupils are generally good. Pupils demonstrate understanding of the Catholic faith and enjoy the teaching and learning presented to them. However, in some lessons there was no new learning taking place. Pupils make generally good progress. However lack of target setting results in pupils being unclear of the next steps in their learning and what they are expected to achieve in Religious Education. The organisation of the classes in mixed year groups hinders progress; although there are setting arrangements for the core subjects this is not the case for Religious Education. Pupils' work in some classes lacks depth and breath. Special needs pupils and those with disabilities are well cared for and make good progress for example the nurture group for KS1 was particularly good in supporting the learning of Religious Education for the more vulnerable and lower achievers.

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. Statements of Belief form part of the main weekly whole school assembly as does praise and celebrations of pupil's general contribution in the classroom and in the whole school in general. The contribution of Godly play in Y3/4 is helping to develop deeper understanding of the parables. Pupils are constantly reminded that they are 'God's work of art' and should act accordingly. A variety of charities including CAFOD and East Riding Fellowship benefit from the school and school community's generous contributions throughout the year.

Pupils' response to the school's Collective Worship and their participation in all forms of worship is outstanding. Pupils enjoy what is offered to them. Liturgy groups in Y5/6 plan and organise meaningful and appropriate liturgies encouraged and supported fully by the Co-Headteachers, the Religious Education co-ordinator and staff.

• How well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress in Religious Education?	2
❖ pupils attainment in Religious Education?	2
• To what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• How well do pupils respond to and participate in the school's Collective Worship?	1

3. PROVISION

2

How effective the provision is for Catholic education

The quality of teaching in its promotion of purposeful learning in Religious Education is mostly good and in some lessons outstanding. Twelve lessons were observed over each Key Stage. The Religious Education curriculum meets the Bishop's Conference requirements. 10% of the timetable is given over to the teaching of Religious Education and is driven by the 'Here I Am' scheme. However, the full range of support material is not used to enhance learning of the topics to a higher degree. Nearly all the teaching is effective in ensuring that pupils are consistently interested in their learning. The majority of teaching enables pupils to make adequate progress however good progress is impeded because teachers are not using an effective target system to enable pupils to understand the next steps in their learning.

Religious Education assessment is not yet well developed. There has been some moderation of pupil's work and levels of attainment with staff and with the Hull 'Family of Schools' but this is still to impact on the teaching and learning in Religious Education. Systems for marking pupils' work are not consistently applied throughout the school.

Religious Education is well resourced although in some classes there was not sufficient number of bibles for each pupil. Initiatives and interventions for example Rainbows provide pupils with a voice and support in their social and moral well being. The quality of Collective Worship provided by the school is outstanding and is enhanced by the use of music. Pupils see their teachers at prayer daily and opportunities for individual pupils to lead and to pray are outstandingly varied including the use of a prayer room. Although the prayer room is a multi-functional room it is available for pupils for quiet prayer on occasions. Pupil's liturgy formation is well planned and pupils regularly prepare and lead excellent acts of worship for the whole school. During the Inspection the whole school was fully engaged in acting out a rousing Palm Sunday liturgy with singing, music and every child waving their own hand made palm branch. It was spectacular and every pupil should remember the events of Holy Week with participative joy.

The Catholic life of the school radiates through every brick and beyond into West Hull.

• The quality of teaching and purposeful learning in Religious Education	2
• The effectiveness of assessment and academic guidance in Religious Education	3
• The extent to which the Religious Education curriculum meets pupils' needs	2
• The quality of Collective Worship provided by the school	1
• The quality of provision for the Catholic life of the school	1

4. LEADERSHIP AND MANAGEMENT

How effective leaders and managers are in developing the Catholic life of the school

2

Leaders and managers promote the Catholic Life of the school very effectively. Catholic life is at the heart of all relationships within the school. All staff treat each other with

respect and take pride and joy in the coming together as witnessed in the staff liturgy which was deeply reflective, joyful and appropriately empathetic whilst praying for others.

The capable leadership team endeavour to have continuous improvement in aspects of their work. However Religious Education was not given a high enough priority in the schools development plan.

The enthusiastic and talented Religious Education subject leader is committed to enhancing the Catholic life of the school; she has excellent subject knowledge and supports others by encouraging them to work as a team sharing ideas and resources. The subject leader who is also one of the Co-Headteachers is extremely well supported by the other Co-Headteacher and the governors. Because the monitoring and evaluation of Religious Education being limited to a three year operational plan the impact on progress and attainment in R.E is minimal. The leadership team are well aware of this and are keen to rectify this as soon as possible. All staff work to ensure there is excellent provision for pupils by using resources and the accommodation efficiently and effectively.

Governors are rightly very proud of Saint Mary Queen of Martyrs school. They believe the school gives each pupil a wonderful start to their life. The Governing Body are fully aware of their role and the importance in promoting of the school's Catholic identity. They know the many strengths of the school and also the areas to challenge and improve on, including the arrangements of the mixed aged groups in classes and the shortage of accommodation.

Parents and parishioners feel very much part of the school and feel valued by all staff. All stakeholders are very supportive and fully committed to the Catholic life of the school even though the majority of parents are not of the faith. Parents feel privileged that their children attend Saint Mary's Queen of Martyrs School. They believe teachers teach with a passion and know that their children are safe and well cared for. They are happy the school exists.

<ul style="list-style-type: none"> How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school, including chaplaincy provision, and plan improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	3
<ul style="list-style-type: none"> The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met 	2
<ul style="list-style-type: none"> How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being 	1
<ul style="list-style-type: none"> How effectively leaders and managers promote and develop Community Cohesion 	1

5. THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT

2

The school's success in improving outcomes for pupils since its last inspection is satisfactory. The school has yet to address fully

one of the key issues from the 2007 Inspection which relates to the progress and attainment of pupils. Staff are aware of the levels of attainment but these are not used in class and individual assessment practices. More work is needed to develop the teachers' understanding and approach to assessment in order to monitor progress of each pupil closely and support the planning of effective lessons.

The second issue from the previous inspection regarding the spiritual life of the school has been fully met. The school employs a chaplain who plans and delivers assemblies, liturgies, leads prayer groups and works with groups and individuals and their families. In addition the school employs a pastoral TA who works to support staff and pupils in need and organised 'Rainbows' bereavement support group with a learning link worker from the parish.

Monitoring and evaluation systems of Religious Education provision are partially in place and the school is well placed to develop this further with the new Headteacher in September. Leaders and managers are ambitious in wanting to raise standards for all pupils and the need to share this fully with all staff and governors.

The new Headteacher from September and the R.E. subject leader are energised by their commitment to serve the school community. Both self evaluation and planning for improvement are strong. The school's obvious commitment to introducing the new primary scheme 'Come and See' in September is likely to improve the teaching and learning of Religious Education.

Ample financial resources are made available for Religious Education, Collective Worship and Chaplaincy.