

# DIOCESE OF MIDDLESBROUGH

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



**School:** St. Mary Queen of Martyrs Voluntary Catholic Academy

**Address:** Nidderdale  
Sutton Park  
Hull  
HU7 4BS

**URN:** 118052

**Email address:** admin@st-maryqom.hull.sch.uk

**Headteacher:** Mrs Pat Graham

**Chair of Parish Partners:** Mr Peter Harris

**Date:** 4 –5 May 2017

**Inspectors:** Mrs Jenny Firth  
Mark Ryan

**Date & Grade of Last Inspection:** Good (2) – March 2012

**Overall Grade for this Inspection:** Good (2)

A Report from:  
The Diocese of Middlesbrough Schools' Service  
Section 48 Inspection Team  
50a The Avenue  
Linthorpe  
Middlesbrough TS5 6QT

## 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 pupils' 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	Requires Improvement	These features, though of adequate quality, require improvement to be good.
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 is a Catholic Academy within St Cuthbert's Trust. Presently there are four schools within the trust. The school serves the parishes of St Mary Queen of Martyrs and St Francis of Assisi. There are 361 pupils on roll which is higher than average. The number of pupils at school with English as an additional language is below average; the main languages spoken are Polish and Arabic. The school has undergone substantial changes in staffing since the last Section 48 Inspection of 2012. Since September 2016, there has been another two members to the Senior Leadership Team. The previous four Senior Leadership Team members have been promoted to substantial Catholic leadership positions as head teachers and deputy head teachers in the city.

## **INFORMATION ABOUT THE INSPECTION:**

- The inspectors observed 13 lessons
- Meetings were held with a group of pupils
- A meeting was held with the Chief Executive Officer (CEO), and the two Chief Operations Officers (COO) of St Cuthbert's Trust
- The inspectors held a meeting with the RE co-ordinators and the head teacher
- A discussion took place with the School Chaplain and the Parish Priest
- The inspectors attended a whole school assembly and Collective Acts of Worship in the Early Years Foundation Stage and Key Stage 1
- The inspectors attended a "Stay and Pray" session for parents of pupils in Year 5
- An inspector met with a group of parents
- The inspectors met with a member of staff who requested a meeting
- Further discussions with pupils took place at lunch time
- The inspectors observed the school's work, pupils' written work, displays and sacred spaces in classrooms
- The inspectors also scrutinised a range of documentation provided by the school including the school's planning for improvement documents, monitoring information, previous inspection reports, information about pupil's progress and tracking information, and information about the school's self- evaluation
- Information from the Parish Partnership meeting was also examined
- The inspectors also took account of a range of other information celebrating the success of the school in the local community

### **Pupil Catchment:**

Number of pupils on roll: 316

Planned Admission Number of Pupils: 45

Percentage of pupils baptised RC: 41%

Percentage of pupils from other Christian Denominations: 57%

Percentage of pupils from other World Faiths: 1%

Percentage of pupils with no religious affiliation: 1%

Percentage of pupils with special needs: 12%

### **Teaching Staff:**

Full-time Teachers: 14

Part-time Teachers: 3

Percentage of Catholic Teachers: 70.5%

**Support Staff:**

Part-time Classroom Support Staff: 19

Full-time Classroom Support Staff: 0

Percentage of Catholic Classroom Support Staff: 73%

**Percentage of learning time given to R.E: 10%**

**Parishes served by the School:**

St Mary Queen of Martyrs RC Church, Hull

St Francis of Assisi RC Church, Hull

# 1 OVERALL EFFECTIVENESS

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## MAIN FINDINGS:

St Mary Queen of Martyrs is a good school which values its Catholic identity and sense of community. Pupils are able to contribute and benefit from the Catholic Life of the school and understand the responsibilities and demands that this involves. Leaders and managers including the Parish Partnership and Directors of St Cuthbert's Academy Trust see its Catholic mission as central to their role and plan effectively to ensure that it is a lived experience for all pupils. There are good links with parents and the parish.

Collective Worship is well planned, resourced and responsive to the needs of the community and the Church's liturgical heritage. There are many opportunities for pupils to take part in and contribute to a range of liturgies and celebrations. Pupils enjoy and participate in liturgies with reverence and respect. They plan, lead and evaluate their own liturgies. However, this practice is not consistent.

Outcomes for pupils are good. They enjoy coming to school, work well together and are enthusiastic about their learning. The strong Catholic ethos of the school creates a happy atmosphere and a positive learning environment where pupils feel loved, secure and in which they flourish. Pupils' behaviour is outstanding. There are excellent relationships between staff, pupils, parents and the wider community. Provision for Religious Education is good and meets the requirements of the Bishops' Conference. As a result of teaching that is mostly good and sometimes outstanding, pupils make good progress at the school given their low starting points in religious literacy, knowledge and understanding. Work is underway to ensure teachers adopt a more creative approach to classroom practice. Standards achieved at the end of KS2 are broadly in line with expectations for Religious Education.

## What the school needs to do to improve further:

- provide opportunities for all staff to observe outstanding practice in Religious Education to further develop the quality of teaching across the school
- develop further opportunities for creative learning in Religious Education across the school
- continue to develop the pupils' skills in planning, leading and evaluating whole school and class liturgies

## 2. PUPILS

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

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The uniqueness of each child is recognised, valued and celebrated at every opportunity and the school community shares a common vision and sense of purpose with the pupils at its heart. The school vision statement 'Be the best you can. Jesus loves you always' is explicit in all aspects of school life. Opportunities are created for pupils to be involved in the life of the school and make a positive contribution for the benefit of all as witnesses to Christ. They take a leading role in a range of activities which promote the school's ethos within school and in the wider community. Pupils are keen to participate and lead in activities such as Rosary group, Minnie Vinnies and Youth Chaplains. Pupils have worked collaboratively to raise funds for good causes; for example, Year of Mercy fundraising, Water Aid, Lenten CAFOD appeal and holding coffee mornings to raise funds for the Dove House Hospice. Strong global links with a school in Sierra Leone provide further fundraising opportunities for pupils to get involved. Pupils have a strong sense of belonging to the school community. They are aware of the high standards of moral and ethical behaviour expected by the school, and they take responsibility for their own actions. Behaviour throughout the inspection was excellent. Pupils are calm, respectful and considerate towards each other in lessons and around school. They are welcoming and helpful to visitors and enjoy talking about their school. The strong relationships between members of the school community reflect their commitment to the school and to each other. The school's Catholic identity is clear in the importance given to prayer, worship and the many celebrations of liturgical feasts and seasons. This is also evident in the beautiful sacred spaces and displays around the school.

Pupils confidently articulate how much they enjoy their Religious Education lessons. They value Religious Education, are keen to do well and work diligently in their lessons. They have mature, positive attitudes to learning and enjoy the opportunity to discuss and share their opinions with their peers. Pupils' behaviour in lessons is exemplary as relationships are very good. There is a common sense of respect from both pupils and staff. From a low starting point in the Early Year's Foundation Stage, most pupils achieve well and make good progress. Disadvantaged pupils and pupils with special education needs or disability are well supported and make similar progress to their peers. Pupils gain knowledge, skills and understanding at a good rate across all key stages. Work in books demonstrates high expectations and pupil response to the subject.

Pupils respond to and participate in the school's Collective Worship well. They act with reverence when praying and are keen to participate in liturgy. They sing joyfully, reflect in silence and join in with prayer with confidence and enthusiasm. The calm, peaceful ethos which permeates throughout the school, and the excellent relationships which exist, are evident during Acts of Collective Worship. Pupils are at ease when praying with their school community in large and small gatherings. Pupils learn the formal prayers of the Catholic Church and are keen to contribute their ideas and prayers when planning their own Acts of Collective Worship. Class liturgy boxes enable pupils to plan and lead their own liturgies with increasing confidence. Pupils use their knowledge of scripture, a range of religious artefacts and liturgical music to make appropriate choices when planning worship. However, there are as yet not enough opportunities given to pupils plan, lead and evaluate their response to whole school and class liturgy.

<ul style="list-style-type: none"> <li>• The extent to which pupils contribute to and benefit from the Catholic life of the school</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• How well pupils achieve and enjoy their learning in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• How well do pupils respond to and participate in the school's Collective Worship</li> </ul>	<b>2</b>

### 3. PROVISION

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

Overall, teaching of Religious Education is good. Some teaching is outstanding. Staff use a variety of creative approaches to their teaching in Religious Education such as role play, art, music and drama. However this practice is not consistent throughout the school. Teachers have high expectations and use the 'Come and See' materials with increasing confidence to plan and deliver learning experiences that lead to enthusiastic learning. Within lessons, time is used effectively to maximise learning opportunities. In the most effective lessons, teachers make appropriate and timely interventions to maintain pace and sustain interest. Teachers demonstrate good subject knowledge. Marking and feedback provide opportunities for pupils to respond and identify next steps in their learning. Assessment of pupils' work in Religious Education is carried out regularly and moderation ensures that teachers are growing in confidence using the Levels of Attainment in Religious Education. Support staff have an important role in class, and in the best lessons they encourage pupils to think carefully about their work. Behaviour seen in lessons is excellent

The Religious Education curriculum fulfils the requirements of the Bishops' Conference and 10% of curriculum time is devoted to the teaching of Religious Education. Religious Education is well resourced with a wide range of resources; including religious artefacts, books and software for the interactive whiteboard. There is a clear focus on the importance of Scripture and pupils demonstrate familiarity with biblical texts and stories. Pupils are encouraged to wonder and question through the use of 'The Big Question'. A wide range of enrichment activities including retreat days, visits to the church, 'Be Spirited Week,' Godly Play, and the travelling cross and crib during Lent and Advent, further enhances pupils' learning well. Parents are kept fully informed about the Religious Education programme and the Catholic life of the school. The Religious Education curriculum makes a significant contribution to the spiritual and moral development of pupils and promotes attitudes of respect, tolerance and justice for all faiths. The Catholic character of the school is clearly evident through the beautiful 'Sacred Spaces' and displays in all classrooms.

The quality of Collective Worship provided by the school is good and ensures that the spiritual needs of all pupils are met well. A carefully planned programme of Masses, assemblies, and other liturgical celebrations offer pupils the opportunity to develop their spiritual relationship with God and to celebrate this with the whole community. Prayer is central to the life of the school and is fully inclusive, reflective and well planned, enabling pupils to take an active part. There is a wide range of formal and informal opportunities for prayer and liturgy; for example, Advent and Lent celebrations, and "Be Spirited Week." These opportunities enable pupils to respond through drama, dance, music and art. The school offers parents regular opportunities to pray with their children through "Stay and Pray" sessions, attending whole school Masses and school liturgies. Staff pray together regularly and are well supported by the chaplaincy co-ordinator who provides a wide range of resources and links to relevant liturgical music.

• The quality of teaching and how purposeful learning is in Religious Education	<b>2</b>
• The extent to which the Religious Education curriculum promotes pupils' learning	<b>2</b>
• The quality of Collective Worship provided by the school	<b>2</b>

## 4. LEADERS, AND MANAGERS

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

Leadership and management demonstrate a strong commitment to the mission of the Church and are strong role models within the community. The Catholic ethos is at the heart of all school life. The two Religious Education co-ordinators share the leadership role and are deeply focussed on school improvement and the drive to promote the Catholic life of the school. A systematic range of monitoring activities including book scrutiny, learning walks and lesson observations ensure the provision for the Catholic life of the school remains a continual focus and underpins all aspects of school life. The chaplaincy provision makes a significant impact on pupils' spiritual and moral development. The recently formed Parish Partnership is kept well informed about aspects of the school's work and plays an important role in monitoring the Catholic life of the school. They receive monitoring reports and information about induction and ongoing formation for Collective Worship and the Catholic life of the school. The school knows its strengths and areas for development well, although these are not always accurately reflected in the School Self Evaluation Document. Parents are kept well informed and are very supportive. They feel welcome and appreciate the care and support given to their children. There are opportunities for staff to attend training and attend meetings to share good practice. Effective induction procedures are in place to support newly qualified teachers and teachers from backgrounds other than Catholic.

Leaders and managers are committed to driving improvement and have high expectations. Robust assessment and tracking systems are in place and these are closely monitored to ensure teaching is having an impact on pupils' learning and progress. Achievement and standards in Religious Education are the responsibility of the Directors of St. Cuthbert's Multi- Academy Trust. They visit the school regularly and provide challenge and support. The curriculum fulfils the requirements of the Bishops' Conference and the "Come and See" programme for Religious Education is fully implemented across the school. The school is well resourced with a range of materials for the teaching of both the Catholic faith and other faiths and cultures. The school has a focussed and in- depth action plan that clearly identifies areas for further development. The school has developed good links with other schools and parishes to provide a range of enrichment activities to promote pupils' learning. Parents appreciate the regular Religious Education newsletters that inform them about the topics that are being taught and how they can support their child at home.

<ul style="list-style-type: none"> <li>How well leaders and managers promote, monitor and evaluate the provision and induction for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	<b>2</b>