

DIOCESE OF SHREWSBURY



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SECTION 48 INSPECTION REPORT:

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	St Philip's Catholic Primary School
Address:	Half Moon Lane Offerton SK2 5LB
Tel No:	0161 483 0977
URN:	106126
Headteacher:	Mrs B Singleton
Chair of Governors:	Mrs M Slee
Date of Inspection:	16 November 2012
Inspectors:	Mrs S Lyonette Mrs J Johnson

Mission Statement

St Philip's Catholic Primary School is a Christian Community in the Roman Catholic tradition and is part of the parish of St Philip.

At St Philip's we aim to develop in each child a sense of belonging.

Through discipline, praise and encouragement we aim to develop a sense of identity and self worth, so that each child may grow to recognise his or her own strengths and those of others.

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	N/A	31	29	27	27	25	21	24	184
Catholics on roll	N/A	30	25	23	25	22	16	21	162
Other Christian denomination	N/A	1	3	2	2	3	1	3	15
Other faith background	N/A	0	0	1	0	0	0	0	1
No stated religious affiliation	N/A	0	1	1	0	0	4	0	6
Number of learners from ethnic groups	N/A	2	2	3	1	1	1	1	11
Total on SEN Register	N/A	4	5	9	5	5	3	3	34
Total with Statements of SEN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FSM	N/A	2	2	3	3	2	6	1	19

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	18 out of 83			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Philip's, Offerton	153
St Peter's, Hazel Grove	14
St Joseph's Stockport	11
Our Lady's, Shaw Heath	6

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Harrytown Catholic High School	27
St James' Catholic High School	1
St Ambrose, Hale Barns	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours)	N/A	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5

STAFFING	
Full-time teachers	7
Part-time teachers	1
Total full-time equivalent	0.4
Support assistants	6
Percentage of Catholic teachers f.t.e.	5.4
How many teachers teach RE (P) f.t.e.	7.4
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Published admission number	30
Number of classes	7
Average class size KS1	28
Average class size KS2	24.5

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2011/12	Current financial year 2012/13	Next financial year 2013/14
RE	1500	400	
English	1200	1000	
Mathematics	800	800	
Science	500	500	

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
<p><u>How effective the school is in providing Catholic Education</u></p> <p>Pupils learn in a truly Christian environment and staff work hard to promote the words of their Mission Statement. Consequently “each child develops a sense of belonging, identity and self-worth” by reflecting on and living out the gospel values of their Catholic traditions. Pupils’ response is outstanding and therefore there is a calm, friendly atmosphere throughout the day. The staff have also provided an outstanding learning environment, which is an example of the respect shown for the pupils and their work. The senior leaders and staff, supported by the governors, provide a good Catholic education for the pupils learning at St Philip’s Catholic Primary School. Since the last inspection they have made significant progress by improving the quality of Collective Worship and spiritual development provided for the pupils; the information given to parents about Religious Education; and the range of effective partnerships established with the local community. When the good procedures for monitoring and evaluating the new Religious Education Scheme, “The Way, The Truth and The Life,” are more established, they will be effective in ensuring all groups of pupils throughout the school make good or better progress.</p> <p><u>What the school could do to improve further</u></p> <ul style="list-style-type: none"> • Continue to develop monitoring and evaluation procedures so that senior leaders can analyse effectively the progress of all groups of pupils. • Agree a baseline assessment for pupils when they start in the Reception Class. • Involve the governors and staff in developing self-evaluation procedures that will inform further improvements in the quality of teaching and pupils’ progress in Religious Education. 	

PUPILS	2
<p><u>How good outcomes are for pupils, taking account of variations between different groups</u></p> <p>The pupils make good or better progress in Religious Education because of well-planned lessons and the quality of teaching. The majority of lessons observed were good. In the lessons where teachers asked open-ended questions, encouraged independent thinking or initiated group discussion, learning and progress were outstanding. In those situations where pupils were more passive and given too much direction, learning was satisfactory. In all lessons observed, pupils used appropriate vocabulary and demonstrated a developing knowledge of the teaching of Jesus. In the Reception Class pupils were encouraged to use drama and words to learn about the story of the Good Samaritan, and in Year 6 pupils were beginning to interpret a story from the Book of Kings in the Old Testament. Pupils in other observed lessons were able to talk about the relevance of the Holy Spirit in their lives and the developing understanding of the Ten Commandments was linked effectively to learning in previous lessons.</p> <p>All pupils were included in the lessons observed and sensitive one to one support was given to individual pupils to ensure they were fully involved. The School Councillors spoke confidently about the friendly way the staff helped them with their work and they knew they could talk to them about any problems that they may have. They told the inspectors there was a good system of communication between those adults responsible at playtimes and their own class teachers. Pupils commented that they like their anti-bullying message, “See it, Say it, Stop it, but as everyone knows each other we are friendly and try to welcome everyone - new teachers and children.” Pupils appreciate the responsibilities they are given in Year 6 and feel that they have a voice and are listened to by the staff. They believe the staff work hard to “give them a good education and they are fair as well.”</p> <p>During the whole school act of Collective Worship led by the Year 2 pupils and their teacher, behaviour indicated that these opportunities are very much part of the Catholic life at St Philip’s. The atmosphere was prayerful and reflective throughout. Collective Worship is outstanding because it provides meaningful time for reflection and supports school systems that nurture the spiritual and moral development of the pupils.</p> <p>Behaviour of the pupils during all lessons, Collective Worship and lunch and playtimes was outstanding.</p>	

PROVISION	2
<u>How effective the provision is for Catholic Education</u>	
<p>The headteacher and governors have appointed many skilled staff and because of this there are many good and outstanding learning opportunities provided for the pupils. All staff are committed to helping pupils develop an understanding of Jesus' teaching so that it has a positive impact on their behaviour, spiritual and moral development. They use technology creatively to ensure it is an aid to the enjoyment of learning in Religious Education lessons. Teaching in most classes is highly effective because of well-planned lessons and dedication to the "The Way The Truth and The Life" Religious Education Scheme. In classes where teachers are skilled at asking open-ended questions and encourage independent learning, aspects of teaching were outstanding. On the small number of occasions where pupils sat passively, aspects of those lessons were satisfactory.</p> <p>Assessment has been developed since the last inspection. However since the introduction of the scheme "The Way The Truth and The Life," new procedures are still to be embedded to ensure all pupils make good or better progress. Teachers and senior leaders are committed to developing meaningful assessments. When focused analysis of assessments by all staff and senior leaders is undertaken, during the coming academic year as planned, the quality of teaching and learning will be even more effective. Teachers will be better able to plan more differentiated activities; undertake more effective self-evaluation; and encourage pupils to do the same. Thoughtful and sensitive marking was evident in most of the pupils' books but more time to respond to this would further engage the pupils in their own learning. The school's portfolio of work illustrating each level will be useful and will support teachers' judgements during this work.</p> <p>Collective Worship is central to the life of the school. Senior leaders have identified further developments so that the good practice of children in planning reflection time is shared throughout the school. A particular strength of the staff is the confidence they have to lead liturgies each half term for colleagues, which allows opportunity for them to reflect on their own understanding of Catholic traditions and faith. There are a range of opportunities for parents and governors to attend Masses and special liturgies throughout the year. The Parish Priest celebrates a weekly Mass for the pupils in Year 3 to which there is an open invitation to all parents and carers to attend. The Sacramental programme is carried out by the school and Parish Priest.</p>	

LEADERS AND MANAGERS	2
<u>How effective leaders and managers are in developing the Catholic Life of the school.</u>	
<p>The leaders and managers are very effective in developing the Catholic life of the school. They carry out their roles within the spirit of the school Mission so that the community works and learns together in a respectful and caring atmosphere. Some responses from parents told us of the "family atmosphere" that permeates the school day. The provision for pupils' spiritual and moral development is effective because the headteacher, Religious Education leader and staff are excellent role models for the pupils.</p> <p>Senior leaders are planning further developments in the monitoring and evaluation of Religious Education and more accurate analysis of the findings of lesson observations, book scrutiny and tracking of pupil progress will have a positive impact on the already good progress made by the majority of pupils. Governors are highly supportive of the headteacher and are well informed about the Catholic life of the school. Information about pupil progress in Religious Education will become more detailed once the developments in self-evaluation are undertaken. There is a governor appointed to carry out the role of Religious Education governor.</p> <p>The pupils benefit from many partnerships with local organisations including Wellsprings, a charity for the homeless; a neighbouring school for children with particular needs; City in the Community, and a retreat centre, which offers one day reflections for pupils in Year 2 and Year 6. Pupils also enjoy raising funds for charities such as CAFOD and MacMillan Cancer Care. Key Strings and the introduction of an initiative to enable pupils to learn a musical instrument will give pupils further opportunities to experience learning beyond the confines of the school curriculum. The school has contact with a school in Tanzania and pupils are informed about the work there by the missionary worker who visits St Philip's when he is in England. All these partnerships, together with the highly effective leadership of the Catholic life of the school, results in the pupils' engagement in the school Mission, which is reflected in their outstanding behaviour and sensitivity to those with whom they learn and play. The pupils are a credit to themselves and the community of St Philip's Catholic Primary School.</p>	

PARENTS QUESTIONNAIRE

PARENTS' QUESTIONNAIRE

138 given out..... returned 53

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	83%	15%	2%		
2	I am happy with the values and attitudes that the school teaches	85%	15%			
3	I am made to feel welcome in school	85%	15%			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	54%	40%	6%		
5	The school gives me a clear understanding of what is taught in Religious Education	64%	34%	2%		
6	The school enables my child/ren to achieve a good standard of work in Religious Education	77%	21%			2%
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	58%	38%	4%		

QUESTIONNAIRE FOR YEAR 2 PUPILS

		Yes	Sometimes	No
1	I like being at this school.	88%	12%	
2	I learn new things in RE lessons.	88%	12%	
3	I enjoy learning about Jesus and how to live as His friend.	84%	16%	
4	I have to work hard.	84%	16%	
5	My teacher helps me when I get stuck so I can make my work better.	68%	32%	
6	My teacher listens to me.	96%	4%	
7	When I am unhappy there is always an adult I can talk to.	84%	12%	4%
8	I get praise when I do my best.	76%	20%	4%
9	Other children are kind and behave well	38%	62%	
10	I am happy on the playground.	88%	12%	
11	I am allowed to help in class and around school.	52%	40%	8%
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	84%	16%	

QUESTIONNAIRE FOR YEAR 6 PUPILS -

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	62%	26%	12%	
2	Do you find out new things in Religious Education lessons?	34%	46%	20%	
3	Are your Religious Education lessons interesting?	34%	38%	16%	12%
4	Do you get help when you are stuck?	58%	26%	16%	
5	Do you have to work hard?	70%	30%		
6	Do teachers show you how to make your work better?	46%	42%	8%	4%
7	Do other children behave well?	26%	12%	62%	
8	Are teachers fair to you?	54%	30%	16%	
9	Do teachers listen to your ideas?	38%	42%	16%	4%
10	Are you given responsibility?	50%	30%	20%	
11	Do you enjoy your times of prayer together?	42%	42%	8%	8%

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Catholic Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	2
The school's capacity for sustained improvement	2

PUPILS	
How good outcomes are for pupils, taking into account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education	2
<ul style="list-style-type: none"> <i>The quality of pupils' learning and their progress</i> 	2
<ul style="list-style-type: none"> <i>The quality of learning for pupils with particular learning needs and/or disabilities</i> 	2
<ul style="list-style-type: none"> <i>Pupils standards of attainment in Religious Education</i> 	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	2

PROVISION	
How effective the provision is for Catholic Education	2
The quality of teaching and how purposeful learning is 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 following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS	
How effective leaders and managers are in developing the Catholic life of the school	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	2