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**The Diocese of  
Hallam  
Section 48 Report**

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**The Catholic Life of  
the School and  
Religious Education**

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**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

**THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION**

**St Michael and All Angels Catholic Primary School**

<b>School URN</b>	106641
<b>Name of Chair of Governors</b>	Gerrard Hannafin
<b>Name of Head teacher</b>	Lynda Hoyle
<b>Date of inspection</b>	4 <sup>th</sup> November 2015
<b>Section 48 Inspector</b>	Michael D’Rozario

“ ..... An enthusiasm for the things of God”

## Introduction

The Inspection of St Michael and All Angels Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

## Description of the Federation

The school works in successful partnership within the Federation with Sacred Heart Catholic Primary School, Goldthorpe and St Helen's Catholic Primary School, Hoyland, and is led by the Federation Headteacher and Federation Deputy Headteacher who both were appointed since the last inspection. A co-leadership arrangement is in place on a temporary basis for Head of School. 50% of the teaching staff are Baptised Catholics and three recent appointments have been made to the teaching establishment. The school is smaller than the average-sized primary school and has a growing proportion of pupils from ethnic minority backgrounds, including those from the Traveller community.

<b>Type of School</b>	Catholic Voluntary Aided
<b>Age profile of students</b>	4 – 11 years
<b>Number on roll</b>	133
<b>Number of students on Special Needs and Disabilities Register</b>	19
<b>Number of students with a Statement of Special Educational Needs</b>	1
<b>Number of Catholics on roll</b>	42
<b>Number of Other Christian Denominations</b>	53
<b>Number of other Faiths No religious affiliation</b>	4
<b>School Address</b>	Stonyford Road, Wombwell, Barnsley, South Yorkshire, S73 8AF
<b>Telephone Number</b>	01226 752120
<b>Fax Number</b>	-
<b>Email</b>	<a href="mailto:stmichaels@federationcc.org.uk">stmichaels@federationcc.org.uk</a>
<b>School Website</b>	<a href="http://www.federationcc.org.uk">www.federationcc.org.uk</a>

## SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

OVERALL EFFECTIVENESS

2

How effective the school is in providing Catholic Education

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

**Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires Improvement in order to be good, 4 is Inadequate**

## OUTCOMES FOR PUPILS

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

The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the schools' Collective Worship	2

## **The extent to which pupils contribute to and benefit from the Catholic life of the school is GOOD**

- Pupils have a pride in their school and take a lead in the Catholic life, contributing to the 'Greater Good' through numerous fundraising events to support those less fortunate than themselves. They are caring and considerate to anyone in apparent need.
- The extent to which pupils value, respect and take care of each other in and out of lessons is outstanding. Year 6 children place great value in the support they offer to some of the school's youngest children through the Buddy System and can identify the reciprocal benefits.
- Children understand the importance of key celebrations in school throughout the liturgical year and take a lead and an active part in assemblies and Collective Worship.
- A school Lay Chaplain has been appointed through the Federation of schools and is highly effective in supporting and contributing to the Catholic Life by working collaboratively with pupils and staff.
- School offers a prayer group to pupils and children are introduced to different forms of prayers, facilitated by the Lay Chaplain.
- When children are presented with spiritual, moral and ethical issues they can empathise and appreciate the circumstances of those less fortunate than themselves and express their reasoning, such as the work of Cafod and a discussion on the causes of famine.
- Children celebrate the life of the school and talk about its many strengths. They appreciate the rewards and incentives presented to them and feel that sanctions are fair. They comment on their outstanding behaviour and state that they are given many opportunities and guidance to make 'the right choices'
- Outcomes for pupils are good. They thrive in the caring, family atmosphere the school provides and are becoming confident, mature, independent learners with positive attitudes to school life. 'Our school is like a family and the Federation is a like a bigger family. We have really nice teachers who make learning fun.'
- The promotion of community cohesion beyond the school is outstanding as pupils have a sense of the wider world, other peoples' beliefs, cultures and needs and are tolerant of each other.
- Pupils benefit from the Federation Days as they enjoy coming together and meeting friends and peers from the partnership schools; they enjoy participating in the organised events.

## **How well pupils achieve and enjoy their learning in Religious Education is GOOD**

- The school has successfully introduced the Come and See programme and is working alongside colleagues within the Federation to moderate its assessment, develop quality resources and share best practice.

- Religious Education assessment identifies that attainment of pupils is in line with Reading, Writing and Mathematics as reported in RaiseOnline.
- School has prioritised Assessment for Learning as one of its key priorities and this will have a very positive impact on further improving outcomes for pupils.
- Children are becoming religiously literate and are developing skills appropriate to their age and abilities. They comment on how much they enjoy Religious Education lessons. A written definition of 'charism' was accurately given by a more able child in their workbook.
- Children are improving their knowledge and understanding in Religious Education and are developing their competence as learners through fully engaging in the tasks asked of them.
- Religious Education is given a high priority and pupils are encouraged to be independent and to think for themselves.
- Systems are in place for monitoring the quality of teaching and learning and recording pupils' progress. These findings are being used to support strategic future planning to raise standards.
- Standards of achievement in Religious Education overall are improving.
- All groups of learners demonstrate good learning according to their capabilities and pupils value the support offered to them in lessons.
- Children are developing a good range of skills and attitudes which will serve them well now and in the future.

### **How well pupils respond to and participate in the schools' Collective Worship is GOOD**

- Children demonstrate reverence and respect during Collective Worship as was evidenced during the whole school assembly on Belonging and Remembrance.
- Pupils' response to and participation in prayer and worship is good. With the guidance of the Lay Chaplain pupils are developing an awareness of a variety of styles and forms of prayer, and their liturgical formation is developing well.
- The pupils' behaviour at all celebrations and during Collective Worship is outstanding.
- Children are taught formal prayers and provided with numerous opportunities to say and write their own, as evidenced during the school assembly and in pupils' workbooks.
- Members of the School Council reported that children enjoyed leading class assemblies.

## PROVISION

### How effective the provision is for Catholic Education

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

### The Quality of teaching and how purposeful learning is in Religious Education is GOOD

- The quality of teaching is variable across the school due to some recent significant changes to staffing. Strong and effective leadership has identified where teaching needs to be improved and steps are being taken to ensure that teaching in religious Education is consistently good and better teaching throughout the school.
- Cross-federation links provide the opportunity for all teachers to observe best practice and reflect and report to their colleagues during staff meetings.
- All teachers have the opportunity to change year groups or schools within the Federation in order to inform and improve their practice. This has been well-received by teachers within this school.
- Teaching observed that was good or better led to purposeful learning and motivated, interested and engaged pupils.
- Assessment and academic guidance is good. Pupil self-assessment, although in place, is to be further developed.
- Teachers are developing their subject knowledge, supported by the Federation Leadership and Religious Education Co-ordinator, and are becoming more confident with teaching the Come and See Religious Education programme. They state that they have benefitted from the advice and guidance from senior leaders and value their continued support.
- The positive relationship between teachers and pupils is a real strength of the school.
- Teacher's lesson planning is good overall with some being outstanding when it is well differentiated, builds on prior learning and enables all pupils to achieve success.
- All lessons observed had clear learning objectives relating to the Come and See programme.
- Good use of questioning skills enabled the vast majority of learners to engage, participate and build upon previous learning, and in some instances, deepen learning.
- Teachers frequently affirm pupils so they are confident, active and interested learners. This

supports the self-esteem of pupils and gives them confidence to speak clearly and articulately. They express their personal views during question and answer sessions in lessons.

- In teaching that is good or better time is used very effectively to maximise the learning opportunities.
- In good or better lessons, teachers use a range of teaching styles to match the needs and interests of the learners, such as the effective use of ICT, music, role play and drama.
- The children demonstrate a confidence when attempting a range of challenges and know how to seek support.
- Resources including other adults are deployed effectively and make a good contribution to pupils' learning.
- Children are provided with self-improvement targets through marking and feedback and in the best lessons are given the opportunity to respond.

### **The extent to which the Religious Education Curriculum promotes pupils' learning is GOOD**

- The Religious Education curriculum through the Come and See programme meets the needs of pupils through differentiated activities and in some cases personalised resources.
- In some instances, children are provided with opportunities to deepen their thinking and empathy on issues raised during Religious Education lessons, including philosophical argument and reasoning
- Children enjoy the cross-curricular links and activities provided for them during Religious Education lessons, such as role play, drama and art.
- The school meets the requirement of the Bishops' Conference allocating at least 10% curriculum time to the teaching of Religious Education.
- In good and better lessons, Religious Education builds upon pupils' own experiences and therefore enables them to fully engage in their learning. Children were keen to present their own experiences and give their views.
- The partnerships within the Federation is having a positive impact on pupils' learning in Religious Education as it provides numerous opportunities for teachers to enhance, develop and extend their subject knowledge and share resources.
- Children commented on how much they enjoyed the activities provided within the school curriculum and after school as it supported their sense of belonging and enjoyment.
- All groups of pupils are making progress within Religious Education and standards of oral and

written work are generally good.

- The school provides opportunities for children to engage in learning about other world faiths such as Judaism and Islam.

### **The quality of Collective Worship provided by the school is GOOD**

- Acts of Collective Worship reflect the Catholic character of the school through children's participation in a range of assemblies, liturgies and prayer. The work of the Lay Chaplain is much valued within school.
- Opportunities are provided by the school for children to pray in a formal setting and the school Lay Chaplain has formed prayer groups where children are growing in confidence in expressing their private intentions to their peers.
- Children take part in planning and leading worship during class assemblies and take a pride in doing so.
- The Religious Education Co-ordinator takes an active lead in guiding and planning for worship.
- Parents are invited to attend acts of Collective Worship and appreciate the opportunity of doing so.
- The Parish Priest commends the work of the school.

## **LEADERS AND MANAGERS**

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

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	<b>2</b>
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	<b>2</b>

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is GOOD**

- Governors, Federation Headteacher and Head of School strive to promote the Catholic Life of the school through their involvement in governance and fulfilment of the legal requirements.
- Provision is monitored and school leaders are in the process of evaluating its impact from a range of sources such as lesson observations, learning walks, work scrutiny and parental surveys. This in turn informs the School Self Evaluation Document and School Improvement Plan.

- The school is in receipt of support from the Local Authority but this intervention is lessening as the school improves. This has assisted the school in evaluating its provision.
- School leaders and governors strongly support the Catholic life of the school by inviting the community to respond through questionnaires as well as having governor presence at Parent's Evenings.
- The Religious Education Co-ordinator has developed a strong partnership within the Federation to ensure staff and pupils understand and have ownership in the Catholic life of the school and its contribution to the Federation.
- Governors are informed of the provision of Religious Education at Governor's meetings.
- The school has made good use of CPD opportunities provided by the Diocese e.g. attending topic days.
- The Religious Education Co-ordinator supports less experienced colleagues with planning and assessment. She also shares information and resources with staff.

**How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is GOOD**

- The school has systems in place for tracking, monitoring and evaluating teaching and learning in Religious Education and are now beginning to measure its impact.
- Class teachers undertake termly assessments and information is forwarded to the Diocese after scrutiny.
- Pupils enjoy the themes in Religious Education lessons and appreciate the opportunity to work with their peers.
- Pupils expressed gratitude for the support they received during lessons from teachers and teaching assistants.
- Pupils generally make at least good progress and in some cases very good progress in Religious Education lessons.
- The Catholic Life of the school is given high priority by the very good leadership of the Executive Headteacher, Head of School and Religious Education Co-ordinator.
- Governors discharge their canonical and statutory duties effectively.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
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**The overall effectiveness of St Michael and All Angel's School is GOOD.**

- The school lives out its Vision Statement. This is evidenced in the high quality of care and strong relationships within the school and community. Children are very proud of their school.
- Children love coming to school and are eager to please. They recognise the importance and value of learning.
- The Federation Headteacher and Religious Education Co-ordinator have worked with determination to successfully support the implementation of the Catholic programme 'Come and See'.
- Children have opportunities to plan and lead class assemblies and Collective Worship.
- Teachers are enhancing their subject knowledge as they gain greater familiarity with the Come and See programme.
- In classes where teaching is most effective the standards achieved in Religious Education are good and sometimes outstanding.
- School leaders and governors strive to improve provision and have accurately identified strengths and areas for further development.

### **Recommendations:**

- To build on the strengths of the Federation to strategically guide high quality provision in Religious Education.
- To accurately embed assessment and to ensure moderation is consistent throughout the school.
- To ensure children have the opportunity to respond to the advice given to them when their work is marked through their 'Self Improvement Tasks'
- To continue to offer high quality professional development through peer to peer support to all teaching staff to ensure 100% of teaching is good or better.
- To include more evaluative judgements and impact statements within the School Self Evaluation Document