

**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

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

**St. Mary Magdalene Catholic Primary School,  
Maltby**

<b>School URN</b>	<b>372 3335</b>
<b>Name of Chair of Governors</b>	<b>Aden Wass</b>
<b>Name of Head teacher</b>	<b>Catherine McLaughlin</b>
<b>Date of inspection</b>	<b>6<sup>th</sup> January 2011</b>
<b>Section 48 Inspector</b>	<b>Isobel Dugher</b>

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

## Introduction

The Inspection of St Mary Magdalene 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 School

St. Mary's is a smaller than average school which serves the parishes of St. Mary Magdalene, Maltby and Blessed Trinity, Wickersley. The percentage of children from minority ethnic background is well below average, the percentage of children on free school meals is in line with national average and the percentage on the educational needs register is above average.

There are 9 full time equivalent teachers of which 7 are Catholic with one holding the Catholic Certificate in Religious Education. Fifty percent of the children on roll are baptised Catholics.

Links between the parish and the school are very good and parishioners appreciate regular invitations to school events.

Parents and carers hold the school in high esteem and feel staff are approachable and friendly, they say they are proud of the school. They really appreciate the high quality formal and informal communication systems that exist within the school. They describe staff as patient and caring.

## Information about the school

<b>Type of School</b>	<b>Primary</b>
<b>Age profile of students</b>	<b>3-11yrs</b>
<b>Number on roll</b>	<b>189</b>
<b>Number of students on Special Needs and Disabilities Register</b>	<b>50</b>
<b>Number of students with a Statement of Special Educational Needs</b>	<b>2</b>
<b>Number of Catholics on roll</b>	<b>95</b>
<b>Number of Other Christian Denominations</b>	<b>26</b>
<b>Number of other Faiths</b>	<b>7</b>
<b>School Address</b>	<b>Muglet Lane, Maltby, Rotherham S66 7JU</b>
<b>Telephone Number</b>	<b>01709 812611</b>
<b>Fax Number</b>	<b>01709 790694</b>
<b>Email</b>	<a href="mailto:maltbystmarys.primary@rotherham.gov.uk">maltbystmarys.primary@rotherham.gov.uk</a>

## OVERALL EFFECTIVENESS OF THE SCHOOL

<b>How effective the school is in providing Catholic education</b>	<b>2</b>
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<b>The school's capacity for sustained improvement</b>	<b>2</b>
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The effectiveness of the school in providing Catholic Education is **good**. The school offers a warm and welcoming environment where all members are valued and respected. Parents, carers and parishioners are invited to many, quality liturgies.

Teaching and learning of Religious Education is mostly good with some satisfactory lessons.

The Here I Am programme is followed and augmented with the teaching of other faiths and the children relate what they have learned in lessons to their own lives. Their spiritual and moral development is at least good and the community cohesion agenda and global links foster an understanding and respect for other communities. The school's capacity for sustained improvement is good: the Governing Body, the Headteacher and the Religious Education Co-ordinator are all aware of the priorities for the school.

The Headteacher is dedicated to the school and the community and sets an example for the team of committed staff who demonstrate very good relationships with one another, parents and children. Children, and families, with specific needs are given very good support and care.

### **What does the school need to do to improve further?**

- Extend the learning of more able children by ensuring that Religious Education lessons, and in particular written tasks, are sufficiently challenging.
- Develop formal procedures for sharing and disseminating existing good practice in teaching and learning of Religious Education. Consider using collaboration with other Diocesan schools to extend the pool of good practice.
- Develop analysis of assessment data and ensure that this analysis feeds into planning in order to improve outcomes in written work and attainment.

## PUPILS

<b>How good outcomes are for pupils taking particular account of variations between different groups</b>	<b>3</b>
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The outcomes for most pupils, taking into account variations between different groups, are **satisfactory**.

Pupils demonstrate a good level of engagement in most Religious Education lessons and are keen to work hard and are well behaved. They are confident and happy to share their views and they show respect for staff, visitors and their fellow pupils.

Standards of work in Religious Education are satisfactory and this is broadly in line with that of Literacy. They respond well in Collective Worship and show reverence and respect. They participate through music, which is of a high standard and through prayer and they are beginning to take responsibility for the organisation of Collective Worship in some instances. Increasing pupils' active participation in liturgy is one of the aims identified in the Section 48 SEF.

Through the School Council pupils are given the opportunity to contribute to the Catholic life of the school. They appreciate that their views and ideas are listened to. The children feel that staff at the school are very supportive of them and relationships between staff and pupils are good.

Prayer is an integral part of school life. Parents and parishioners speak highly of the school and regularly attend Liturgies, Masses and Assemblies. The quality of Collective worship in school has a most positive impact on the very good spiritual and moral development of the children.

### **PROVISION:**

<b>How effective the provision is in promoting Catholic education</b>	<b>2</b>
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The quality of teaching and learning of religious Education is mostly **good** with some **satisfactory**. Assessment practice in school is in line with current Diocesan guidelines.

Where good differentiation of tasks is evident the quality of learning is better. Teaching and learning is good when children are more involved in their learning and multi-sensory approaches are employed. For example, the use of Smart Boards and music were effectively employed in the more successful lessons. To further improve teaching and learning from satisfactory there needs to be more challenge so that pupils are fully engaged in lessons.

The Headteacher and Governing Body are committed to ensuring that the school is focused on raising standards and strategies are being developed to support provision accordingly.

Provision of Collective Worship is good and follows the Church's cycle. The Headteacher and the Religious Education Co-ordinator give strong leadership and support to staff in the preparation of Collective Worship and value highly the contribution of the Parish priest and the Deacon. The use of Prayer Boxes is being encouraged across school to enhance pupil independence in Collective Worship.

### **LEADERS AND MANAGERS**

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>2</b>
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The effectiveness of leaders and managers in developing the Catholic life of the school is **good**.

The Governing Body, the Headteacher and the Religious Education Co-ordinator communicate a strong vision for the school which is reflected in their understanding of the Mission Statement and their commitment to the children.

Their efforts are driven by Catholic values which are reflected in the SEF, the School Improvement Plan and Religious Education Action Plans.

There are very good governance systems in place and strong leadership is evident through the Chairman of Governor who has a good awareness of what needs to be done to ensure a focus on the raising of standards.

The subject leader is both knowledgeable and supportive and, with the Headteacher, has already identified areas for improvement which are relevant and specific.

## SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 Outstanding    Grade 2 Good    Grade 3 Satisfactory    Grade 4 Inadequate

<b>Overall effectiveness</b>	<b>2</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>3</b>
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	<b>3</b>
<input type="checkbox"/> the quality of pupils' learning and their progress	<b>3</b>
<input type="checkbox"/> the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>2</b>
<input type="checkbox"/> pupils' attainment in Religious Education	<b>3</b>
<input type="checkbox"/> the extent to which pupils contribute to and benefit from the Catholic life of the school	<b>2</b>
<input type="checkbox"/> how well pupils respond to and participate in the school's collective worship	<b>2</b>
<b>How effective the provision is in promoting Catholic Education</b>	<b>2</b>
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	<b>2</b>
<input type="checkbox"/> the effectiveness of assessment and academic guidance in Religious Education	<b>3</b>
<input type="checkbox"/> the extent to which the Religious Education curriculum meets pupils' needs	<b>2</b>
<input type="checkbox"/> the quality of collective worship provided by the school	<b>2</b>
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>2</b>
<input type="checkbox"/> how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	<b>2</b>
<input type="checkbox"/> how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	<b>2</b>

<input type="checkbox"/> 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 are met	<b>2</b>
<input type="checkbox"/> how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	<b>2</b>
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	<b>2</b>

Further copies of this report are obtainable from St. Mary Magdalene Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440.