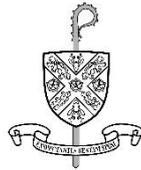


DIOCESE OF MIDDLESBROUGH

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



School: Our Lady Queen of Martyrs RC Primary School

Address: Hamilton Road
York
YO244JW

URN: 136435

Email address: olqm.primary@york.gov.uk

Interim Head teacher: Michele Wall

Chair: Stephen Tighe

Date: 23/24 May 2018

Inspectors: Jenny Firth
Mark Ryan

Date & Grade of Last Inspection: 8/9 July 2013 **Grade:** Good

Overall Grade for this Inspection: Requires Improvement (3)

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:

Our Lady Queen of Martyrs is much larger than the average sized primary school. The school serves the parishes of English Martyrs and Our Lady's York. It provides flexible nursery provision. The school has undergone substantial changes in leadership since the last Section 48 inspection in 2013. The previous head teacher resigned from his post at the end of the spring term 2018. An interim head teacher was appointed for the summer term. She is supported by an interim deputy head teacher. A new head teacher has recently been appointed and will take up her duties at the beginning of the autumn term 2018. A new chair of governors has been appointed. Most pupils are White British Heritage. The proportion of pupils eligible for pupil premium (additional funding in this school for pupils known to be eligible for free school meals) is below average. The proportion of pupils who have support for special educational needs or an education, health and care plan is 11%

INFORMATION ABOUT THE INSPECTION:

- The inspectors observed 13 lessons
- Meetings were held with a group of pupils, the chair of the governing body and the governor with responsibility for Religious Education (RE)
- The inspectors held meetings with the interim head teacher, the RE co-ordinator and two other class teachers who are supporting him in his role
- A meeting was held with the co-ordinator responsible for the Catholic Life of the School
- Discussions took place with the chaplaincy team
- A Meeting was also held with the Parish Priest
- The inspectors attended a whole school assembly and Collective Acts of Worship in the Early Years Foundation Stage (EYFS), key stage one and key stage two
- The inspector met with a group of parents at the beginning of the day
- 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 pupils' progress and tracking information, and information about the school's self-evaluation
- Information from governors meetings was examined
- The school website was scrutinised

Pupil Catchment:

Number of pupils on roll: 437

Planned Admission Number of Pupils: 60

Percentage of pupils baptised RC: 78.6%

Percentage of pupils from other Christian Denominations: 13.5%

Percentage of pupils from other World Faiths: 1%

Percentage of pupils with no religious affiliation: 6.9%

Percentage of pupils with special needs: 11%

Teaching Staff:

Full-time Teachers: 10

Part-time Teachers: 15

Percentage of Catholic Teachers: 64%

Support Staff:

Part-time Classroom Support Staff: 4

Full-time Classroom Support Staff: 18

Percentage of Catholic Classroom Support Staff: 64%

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

Parishes served by the School:

English Martyrs, Dalton Terrace, York,
Our Lady's Gale Lane, York

1. OVERALL EFFECTIVENESS

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MAIN FINDINGS

The school has a caring ethos and is well regarded by parents. It is a warm Catholic environment. It is both inclusive and welcoming. Behaviour of pupils is good and relationships are harmonious and supportive within the school. Pupils are aware that gospel values demand we act justly towards each other. Pupils enjoy coming to school and have positive attitudes towards their learning. They are keen to participate in school activities and take on a range of responsibilities which contribute to the Catholic life of the school. The chaplaincy team plays an important role in the Catholic life of the school and meets regularly to support the school in developing opportunities for prayer. Pupils act with reverence during times of prayer and reflect appropriately. Mass is celebrated at key times throughout the year and non-Eucharistic celebrations follow the liturgical year. The promotion of pupils' spiritual and moral development is good. Provision for Collective Worship requires improvement however, as pupils do not have opportunities to plan, lead and evaluate liturgies. Consequently, the development of pupils' liturgical skills is limited. Leaders do not monitor and evaluate this aspect of school life well enough. Teaching across the school is not consistently good and as a result some pupils, particularly the more able are not provided with sufficiently challenging work to enable them to reach their potential. The teaching of world faiths does not meet the requirements of the Curriculum Directory or diocesan recommendations. Some monitoring and evaluation activities do take place but they are not rigorous enough to ensure the school has an accurate view of its effectiveness. Governors are very supportive and are fully involved in the life of the school, but they are not sufficiently informed in order to be able to challenge and support the school. Many issues identified at the previous inspection and the interim review have not been addressed robustly enough and still remain.

What the school needs to do to improve further:

- raise achievement and outcomes for pupils by planning more frequently for challenging and stimulating learning experiences which take into account increasing pupil engagement and appropriate challenge for all groups of pupils especially the more able
- improve marking and feedback systems to ensure that pupils across the school, at an age appropriate level, are given next steps to their learning and pupils have time and opportunities to respond to marking
- ensure that leaders in the school rigorously monitor teaching and learning and the Catholic Life of the school to drive improvement and also give governors clear and accurate information so they can challenge and support the school
- develop across the school, at an age appropriate level, the opportunities given to pupils so they can increase their ability to lead and be more involved with the formation of liturgies and Acts of Collective Worship
- ensure that world faith topics are taught effectively in the time periods recommended by the diocese

2. Outcomes

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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	3
• How well do pupils respond to and participate in the school's Collective Worship	3

Pupils make a good contribution to the Catholic Life of the school and benefit well from it. They are actively involved and take on responsibilities enthusiastically; for example by being members of the school chaplaincy team, the school council and the school choir. Members of the chaplaincy team contribute well towards the Catholic Life of the school through a range of activities such as writing prayers, displaying informative posters and invitation to prayer at lunchtime. Pupils confidently express their own views and feelings. Pupils show a good understanding of the importance of key celebrations throughout the liturgical year and understand that religious beliefs and spiritual values are important. They demonstrate an understanding of how important it is to forgive and be forgiven and are aware of the needs of others. The contribution which the pupils make to their school and the wider community is good. An example of this is in their work with the local hospice and the 'Friends of York Hospital'. Pupils show a strong sense of social justice and concern for others through their work with various agencies such as, Catholic Aid for Overseas Development (CAFOD) and 'Mission Together'. Good behaviour is underpinned by good moral, social and cultural development.

Pupils enjoy their work in RE and have positive attitudes to their learning. They apply themselves in lessons and generally work at a good pace on the tasks provided for them. Behaviour for learning is good as relationships in the classroom are good. Pupils start school with knowledge and skills that vary from broadly typical to below what are expected for their age. In some classes across the school, teachers do not consistently provide work at the right level of challenge. Some work is too easy for the most able pupils. Too often, in both key stages and in some classes, pupils spend too long listening to the teacher. As a result, progress is variable. However, by the time they leave school at the end of year six the majority of pupils achieve levels of attainment in RE that is broadly in line with national expectations. Disadvantaged pupils and pupils with special educational needs or disability are well supported and make similar progress to their peers.

Pupils' response to and participation in Collective Worship requires improvement. They listen and sing with enthusiasm and respond to Acts of Worship with reverence and respect. Pupils are aware of the liturgical seasons and the major feasts of the church. Displays in classrooms and around school, along with focal points in classrooms provide pupils with stimulus for thought and reflection. Many pupils respond well to voluntary Acts of Worship in both key stages; for example, the Rosary Group in May and October. Collective Acts of Worship are mostly adult led and pupils have little opportunity to plan, prepare and lead times of prayer and worship. As a consequence, the development of pupils' liturgical skills is inconsistent.

3. PROVISION

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How effective the provision is for Catholic education

• The quality of teaching and how purposeful learning is in Religious Education	3
• The extent to which the Religious Education curriculum promotes pupils' learning	3
• The quality of Collective Worship provided by the school	3

The quality of teaching and learning in RE requires improvement although there are examples of good and outstanding teaching. In the best lessons, teachers give clear explanations; provide a series of short, well planned activities, carefully checking on pupils' understanding. However, this is not always the case. In some lessons, tasks set for pupils are not differentiated well enough to challenge and extend learning for pupils especially the more able pupils. In other lessons pupils spend too long listening to teacher input and are not actively involved in a substantial part of the lesson to ensure sufficient progress is made both within the lesson and over time. Assessment is inconsistent and requires improvement. This was identified as an area for improvement at the previous inspection and raised again at the interim review of the school. Marking does not always ensure that pupils know what they should do to improve their work and pupils do not have the opportunity to respond to marking and move on with their learning. The use of 'The Big Question' to encourage pupils to think deeply about their learning is inconsistent. 'I Can' statements are evident and enable pupils to assess their own learning. However, these are sometimes incorrectly completed by the pupils and the information is not used well enough to plan for the next steps in pupils' learning. Moderation of pupils' work provides teachers with opportunities to develop their confidence in using the Levels of Attainment in Religious Education.

The RE curriculum follows "The Way, the Truth and the Light" programme. The school devotes 10% of curriculum time to the teaching of RE. The teaching of world faiths does not meet the requirements of the Curriculum Directory or diocesan recommendations. The RE curriculum is not always matched well enough to the needs of all pupils, especially the more able pupils. Pupils are provided with a range of opportunities to enrich their spiritual and moral development such as, 'The Little Big Assembly', 'The Big Sing' and visits to other parish churches. Pupils in year six attend an annual retreat. Links with agencies such as 'CAFOD' and 'Mission Together' enrich pupils' understanding of scripture. The school has adopted a more creative approach to the teaching of the RE curriculum, through debate, art, music and drama and the delivery of the 'Statements to Live By' programme is having a positive impact. The learning environment is attractive and displays reflect the current RE topics.

Worship and prayer are central to the life of the school. Masses and whole class liturgies are celebrated throughout the liturgical year and parents are welcome to attend. The chaplaincy team hold regular lunchtime prayer groups to celebrate the Rosary. They meet regularly to support the school in developing prayer opportunities and deliver fundraising assemblies such as 'Mary's Meals'. Older pupils link up with younger pupils to reflect on the 'Stations of the Cross'. Special Advent services take place in church and pupils in year six plan and deliver their 'Leavers Mass'. However, pupils have little opportunity to plan, prepare and lead collective Acts of Worship. Adults mostly accept responsibility for leading prayer and involve pupils in its delivery. The whole school Act of Collective Worship observed during inspection was, for the most part, presented by members of the school chaplaincy team using a range of scripture reading, music and role play to reflect on the meaning of "Forgiveness," although planned by an adult.

4. LEADERS, MANAGERS AND GOVERNORS

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

<ul style="list-style-type: none"> How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	3
<ul style="list-style-type: none"> How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	3

Leaders and managers are committed to the mission of the church and take very seriously the care and welfare of all pupils. Catholic values and principles are promoted well. The governing body is very supportive and are regular visitors to the school. They are fully committed to promoting its spiritual and religious life. The governor responsible for the Catholic Life of the school visits regularly and keeps governors informed about aspects of the Catholic Life of the school. The impact of plans to develop the Catholic Life of the school has been limited due to the lack of effective monitoring and evaluation. Parents speak highly of the school; they feel welcome in this 'caring, Christian community,' and appreciate the care and support given to their children. Leaders have established induction systems for new staff to ensure they are clear about the expectations of working in a Catholic school.

Plans to monitor and evaluate the provision for RE are in place but they are not rigorous enough to ensure the school has an accurate view of its strengths and areas for development. The RE subject leader has attended meetings and training provided by the diocese and some monitoring activities have taken place since the last inspection. Over recent years the focus on improving teaching and learning through rigorous monitoring and evaluation has lacked vision and cohesion. Consequently, a number of issues identified at the previous inspection and the interim review, have not been addressed well enough. Governors are fully committed and supportive of the school. However, they are not sufficiently informed about the school's performance in RE and what needs to be done to ensure continuous improvement in standards in RE. This makes it difficult for them to hold the school to account. There are opportunities for staff to attend training and meetings to share good practice.