

# DIOCESE OF SHREWSBURY

## DIOCESAN EDUCATION SERVICE

*...committed to encouraging 'fullness of life'*



### SECTION 48 INSPECTION REPORT:

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

School:	Our Lady & St Oswald Catholic Primary
Address:	Upper Brook Street Oswestry Shropshire SY11 2TG
Tel No:	01691 652849
URN:	123553
Headteacher:	Mrs V McLardie
Chair of Governors:	Rev S McKenna
Date of Inspection:	8 February 2012
Inspectors:	Mrs P Blake Mrs A Kelly

## FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		20	19	20	20	20	20	20	139
Catholics on roll		12	9	13	9	13	6	10	
Other Christian denomination		8	10	7	10	7	13	10	
Other faith background					1		1		
No stated religious affiliation									
Number of learners from ethnic groups *		2	2	5	4	2	1	3	19
Total on SEN Register		3	3	0	5	5	6	5	27
Total with Statements of SEN						1	2	2	5
FSM		3	0	0	1	1	2	1	8

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady & St Oswalds Church	72

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
The Marches School	7
Oswestry School	2
Corbett School Technology College	1
Llanfyllin School	1
Moreton Hall	1

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

STAFFING	
Full-time teachers	6
Part-time teachers	0
Total full-time equivalent	6
Support assistants	11
Percentage of Catholic teachers f.t.e.	50%
How many teachers teach RE (P) f.t.e.	6
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	1

NAME OF SCHOOL:	
<b>Our Lady &amp; St Oswald's Catholic Primary School, Oswestry</b>	
Published admission number	20
Number of classes	5
Average class size KS1	30
Average class size KS2	30

## FINANCIAL DATA

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EXPENDITURE (£)	Last financial year 2010/11	Current financial year 2011/12*	Next financial year 2012/13
RE	900.50	1898.05	-
English	868.40	2097.70	-
Mathematics	17.00	2068.05	-
Science	200.00	400.00	-

\*as at 31/01/12

<b>Key to judgments: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgment</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>1</b>
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**How effective the school is in providing Catholic Education**

Our Lady and St Oswald's Catholic Primary School is an outstanding school. There is strong and effective leadership from the Headteacher and Assistant Headteacher. They are supported by a committed and hard-working team.

Our Lady and St Oswald's is a school which places pupils at its centre, providing them with exceptional pastoral care, high quality Religious Education, and deep and rich spiritual provision. The distinctive Catholic ethos ensures that all learners feel valued and respected.

In an environment where they feel safe and secure, the pupils take advantage of the rich variety of learning activities and the care which is provided.

Collective Acts of Worship fulfill statutory requirements and pupils benefit from many good opportunities for prayer and reflection. The provision for spiritual and moral development is outstanding. Teachers work hard and are visible role models. Relationships at all levels are exemplary.

Very good subject knowledge, good teaching, and the robust systems for the monitoring and evaluation of all aspects of Religious Education ensure that all pupils, including those with learning needs, make at least good progress.

Links between Parish and School are well-established and the recently- appointed Parish Priest is already involved with school worship and liturgy. The hard-working Governing Body is very supportive and makes sure that Our Lady and St Oswald's distinctive Catholic nature and ethos is upheld.

The school works successfully with parents and families who appreciate the high quality of Religious Education provision and the excellent caring ethos.

In the temporary absence of the Headteacher at the time of the Inspection, interviews were carried out with the Assistant Headteacher and the Religious Education subject leader. They have a clear understanding of what needs to be done for the future, and in the view of the Inspectors, Our Lady and St Oswald's has a strong capacity for improvement.

**What the school could do to improve further**

- Ensure that the role of the supportive Governing Body includes the monitoring and evaluation of the quality of teaching and learning in Religious Education.
- Embed the successfully-introduced new Religious Education scheme, The Way, The Truth and The Life.

<b>PUPILS</b>	<b>1</b>
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**How good outcomes are for pupils, taking account of variations between different groups.**

The school nurtures the successful development of knowledge, skills and understanding in Religious Education from Early Years on throughout the entire school. By Year 6, pupils have made at least good progress and in many cases outstanding progress when compared to their starting point and capability. They are well-motivated and eager to learn, and behaviour is exemplary.

The standards reached by pupils are good, and in some cases outstanding. Work provided for pupils gives opportunity for some independent learning, and pupils with additional needs experience joyful, individual fulfillment.

Spiritual, personal and moral development is outstanding. Relationships at all levels are excellent and there is a strong sense of mutual respect and forgiveness in the school.

Pupils are actively involved in all aspects of school life and older pupils willingly take on a variety of roles and responsibilities. Their buddy system is particularly effective as buddies are assigned to pupils in a private, pre-school nursery which is on-site and a supportive transfer programme into the school is in place.

Pupils feel their views are respected and that they can influence some decisions through the work of the School Council and the active ECO committee.

Pupils are able to talk articulately about their work in Religious Education, the Gospel values taught by the school and the way these relate to their everyday life. Teaching staff, and the pupils themselves, are enthusiastic about the new scheme The Way, The Truth and The Life and the opportunity to try out new activities. This has a positive impact upon learning.

Various liturgies, Masses and assemblies are planned by the pupils themselves and their engagement in the liturgical and prayer life is good. They participate actively in the rich and varied opportunities offered to them, responding readily and positively to significant events through prayer, reflection and sharing as a community. Further development of pupil participation in planning and delivery of Collective Worship should lead to Collective Worship becoming outstanding

By Year 6 pupils know the traditional prayers of the Church and Mass responses. They also know and understand that prayer comes in many forms, informal and formal, and they respond wholeheartedly.

Pupils are knowledgeable about other world religions; they have learnt to appreciate the rituals and prayers of other cultures and religions.

Fundraising takes place for local and international causes, involvement with CAFOD and visits by staff from local charities have helped pupils to become aware of, and concerned for, the needs of others less fortunate than themselves. Last year a very successful 'Music in the Meadow' evening raised funds for two local charities with links to school families.

<b>PROVISION</b>	1
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**How effective the provision is for Catholic Education**

Teaching is of a high standard, with very many outstanding elements. This, together with good use of high-quality resources, rich and varied tasks, and effective use of ICT, has a positive impact on achievement and standards.

Excellent assessment procedures are now in place and detailed planning, supported by an efficient tracking system, results in pupils making very good and in many cases excellent progress. Teachers have secure and good subject knowledge and are confident delivering the Religious Education curriculum. Lessons are well-prepared, with lesson objectives used to good effect. Differentiation is of a high standard and in most cases pupils are challenged very effectively in their thinking.

Support staff make a good contribution and are valued by the school. The learning mentor provides a '3T' club which allows pupils time for tea, toast and to talk about their feelings to that trusted mentor.

Provision for pupils with additional needs is outstanding. Work and activities are carefully matched to pupils' abilities and capabilities, so that all pupils experience success, and there is celebration of achievement for everyone.

Planning for spiritual development for all members of the school community is outstanding and the liturgical and prayer life of the school is vibrant. School and Parish work well together for the First Sacraments programme with the parents and pupils working on activities in the school. Parents' involvement in their children's education is enhanced by the provision of a weekly discussion and activity leaflet called Wednesday Word.

The school operates a wide range of awards and celebrations of achievement and good behaviour. The excellence of the school's provision for their pupils' spiritual and moral development was recently highlighted by OFSTED and pastoral care is also of a high standard.

**How effective leaders and managers are in developing the Catholic Life of the school**

There was abundant evidence examined by the Inspectors to demonstrate that the Headteacher has a strong sense of mission and has a clear vision for the school. She provides outstanding leadership and motivation for a hard-working and dedicated staff team. In the temporary absence of the Headteacher at the time of the Inspection, the Assistant Headteacher was also providing outstanding leadership. The Religious Education subject leader provides an excellent level of support and guidance; she brings a high level of expertise and outstanding commitment to her role.

Since the last Inspection the senior leadership team has put in place robust systems for monitoring and evaluating the quality of all areas of Religious Education. Planning is scrutinised and learning timetables monitored. Teachers and pupils complete evaluations of their work and these are used as the basis for planning future developments. A very effective tracking system is in place and is used to monitor the progress of pupils and the standards of achievement for individual pupils and groups of pupils.

The Governing Body provides a high level of support and is justifiably proud of its school. Governors give willingly of their time and energies; they have a clear understanding of the distinctive nature of a Catholic school and ensure that the Catholic ethos is maintained and developed. Individual governors are involved in the life of the school and the Chair of Governors, who is also the Parish Deacon, is a frequent and valued visitor to the school. There are plans to formalise the role of a Religious Education link governor. It is recommended by the Inspectors that this opportunity is taken to improve the Governing Body's monitoring and evaluation, as well as their knowledge of Religious Education as a core subject. A detailed School Improvement Plan is in place and Religious Education is an integral part of it. There is efficient management and use of resources, and good links with external agencies. The school is fully committed to inclusion and every person in the school community is treated with respect and dignity.

Our Lady and St Oswald's is a school where all strive to live out their mission statement "to live, love and learn together to develop our faith, skills, attitudes and values to be the best we can".

## INSPECTION JUDGEMENTS

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

<b><u>PUPILS</u></b>	
<b>How good outcomes are for pupils, taking account of variations between different groups</b>	1
How well pupils achieve and enjoy their learning in Religious Education – taking into account the following... <ul style="list-style-type: none"> <li>• <i>The quality of pupils' learning and their progress</i></li> <li>• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i></li> <li>• <i>Pupils standards of attainment in Religious Education</i></li> </ul>	1
	1
	1
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

<b><u>PROVISION</u></b>	
<b>How effective the provision is for Catholic Education</b>	1
The quality of teaching and how purposeful learning is in Religious Education	1
The effectiveness of assessment and academic guidance in Religious Education	1
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	2

<b><u>LEADERS AND MANAGERS</u></b>	
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	1
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 with particular reference to spiritual & moral development	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	1
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	2
How effectively leaders and managers promote community cohesion	1

## **PARENTS' QUESTIONNAIRE**

Number of questionnaires distributed:

Number of questionnaires returned 49

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	26	23			
2	I am happy with the values and attitudes that the school teaches	25	23			1
3	I am made to feel welcome in school	15	21	9	2	2
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	11	27	7	4	
5	The school gives me a clear understanding of what is taught in Religious Education	23	25	1		
6	The school enables my child/ren to achieve a good standard of work in Religious Education	24	25			
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	17	28	4		

## **PUPILS' QUESTIONNAIRE (Y2)**

		yes 	sometimes 	no 
1	I like being at this school.	13	6	
2	I learn new things in Here I am lessons.	13	6	
3	I enjoy learning about Jesus and how to live as His friend.	18		1
4	I have to work hard.	11	7	1
5	My teacher helps me when I get stuck so I can make my work better.	13	6	
6	My teacher listens to me.	15	4	
7	When I am unhappy there is always an adult I can talk to.	13	5	1
8	I get praise when I do my best.	15	4	
9	Other children are kind and behave well	9	10	
10	I am happy on the playground.	10	7	2
11	I am allowed to help in class and around school.	9	7	3
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	17	2	

## **PUPILS' QUESTIONNAIRE (Y6)**

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	7	9	3	
2	Do you find out new things in Religious Education lessons?	10	8	1	
3	Are your Religious Education lessons interesting and fun?	12	5	2	
4	Do you get help when you are stuck?	17	1	1	
5	Do you have to work hard?	13	6		
6	Do teachers show you how to make your work better?	18	1		
7	Do other children behave well?	15	4		
8	Are teachers fair to you?	18		1	
9	Do teachers listen to your ideas?	17	2		
10	Are you trusted to do things on your own?	19			
11	Do you enjoy your times of prayer together?	12	6	1	