

# DIOCESE OF MIDDLESBROUGH

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



<b>School:</b>	<b>St Richard's RC Primary School</b>
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<b>Head Teacher:</b>	<b>Sharon Melia-Craven</b>
<b>Chair:</b>	<b>Elizabeth Hawkins</b>
<b>Date:</b>	<b>16<sup>th</sup> – 17<sup>th</sup> October 2013</b>
<b>Inspector:</b>	<b>Mrs Susan Fall</b>

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

St Richard's Roman Catholic Primary School is an above average sized primary school with 409 pupils on roll, most pupils being White British and 23% baptised Roman Catholic. 55% of teachers are Catholic. The school is located in the east of Hull, an area of significant socio-economic deprivation. The school has a high proportion of Free School Meals and a number of Looked After Children (3.5%). The proportion of pupils identified with special educational needs is 15%: within this total the percentage of pupils supported through school action is broadly average and the proportion of pupils supported at school action plus or with a statement of special educational needs is above average.

**Pupil Catchment:**

Number of pupils on roll: 409

Planned Admission Number of Pupils: 60

Percentage of pupils baptised RC: 23%

Percentage of pupils from other Christian Denominations: 18%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 59%

Percentage of pupils with special needs: 15%

**Teaching Staff:**

Full-time Teachers: 15

Part-time Teachers: 7

Percentage of Catholic Teachers: 55%

Percentage of teachers with CCRS: 9%

**Support Staff:**

Full-time Classroom Support Staff: 20

Part-time Classroom Support Staff: 11

Percentage of Catholic Classroom Support Staff: 42%

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

**Parishes served by the School:**

Sacred Heart, St Bede's, St Stephen's

# 1. OVERALL EFFECTIVENESS

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## MAIN FINDINGS

St Richard's is a good Catholic school with outstanding aspects. The mission and ethos of Catholic education not only underpin all that the school does but are lived out daily by staff and pupils alike. Strong relationships are a strength of the school and foster the development of a community in which inclusion is given a high priority.

Pupils understand the mission of the school and clearly understand what it means to live by Gospel values and belong to a Catholic school. They enter school with a very varied knowledge and understanding of the Catholic faith. Due to the good structured teaching, assemblies that reinforce scriptural concepts and a spiritual life that meets their needs, pupils make good progress and achieve standards that are broadly average from a low starting point.

Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. The quality of provision for Collective Worship is good as is pupils' response to and participation in Collective Worship. Pupils are provided with many opportunities to develop in the understanding and growth of the Catholic faith.

The leadership and management of the Catholic life of the school are good. The Head Teacher is a dedicated and very good leader of the Catholic life of the school. She has a clear vision as the leader of a Catholic learning community. Governors are knowledgeable and demonstrate a strong sense of commitment to every aspect of the life of the school. There are excellent links with the local parish through the support given by the parish priest who is a frequent visitor to the school. Parents believe St Richard's is a good school where their children are safe, happy and reach their potential. They are highly appreciative of the Catholic values and attitudes it promotes.

### What the school needs to do to improve further:

- Secure consistently outstanding teaching and raise standards further by:
  - encouraging a range of teaching styles based on best practice in the school

- taking more opportunities to differentiate work by task as well as by outcome
- ensuring that marking consistently provides information to pupils about how to improve their work
- ensuring pupils are given time to respond and act on advice given by teachers after marking their work
- Continue to enrich the quality of the Collective Worship that already exists in the school, by giving pupils further opportunities to be part of the Chaplaincy team on a regular basis.

## 2. PUPILS

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

Outcomes for pupils are good. Pupils enjoy coming to school, engage well in lessons and have positive attitudes to learning. On entry to school many children have limited or no knowledge and understanding of the Catholic faith. By the time they leave Key Stage One the vast majority of pupils achieve the expected level in Religious Education. In Key Stage Two there is a recent trend of good and improving achievement. Learners are gaining knowledge and understanding of religion and an ability to reflect on meaning at a good rate. In upper Key Stage Two pupils' writing shows an understanding of how religious belief shapes life. They are able to speak confidently about their learning and how it affects their lives. They show understanding of a range of Scripture and of how feelings and beliefs affect their behaviour and that of others, as evidenced in their work relating to Maximilian Kolbe and John the Baptist. In lower Key Stage Two pupils are able to give reasons for some religious actions and symbols and can make links between some Scripture stories and beliefs: working on the story of Abraham and the link to our own lives one pupil wrote 'that you can always trust God even when you have been let down by others so we should never turn our backs on Him'. Pupils are very well supported in their learning by additional adults.

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding. They take advantage of the many opportunities the school provides for them and are proud of their school. As a result they are enthusiastic about the activities which they can contribute to within the school as well as those

that serve part of the wider community. They speak well about the charitable activities in which they are involved. They participate in evaluating the Catholic Life of the school in many ways, including through the School Council and the evaluation of Collective Worship. Pupils are encouraged and able to relate their learning to their own circumstances. They have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. Pupils take their responsibilities seriously, seeing their roles as buddies, school councillors and fundraisers, for example, as important because 'Jesus helped everyone and we should try to follow Him'. They are well aware of the needs of others and 'believe everyone deserves to be treated equally and have the same rights'.

Pupils' response to and participation in Collective Worship are good and they are developing independent skills in preparing prayer and leading worship. Pupils are reflective and focused during Collective Worship and from the earliest age they participate fully in prayer. The school is very proud of this prayerfulness and reverence. Prayer in the school reflects the liturgical seasons and within classes pupils are taking increased ownership of Collective Worship. However, this needs to be further developed and embedded and monitored appropriately.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	<b>1</b>
• How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
• How well do pupils respond to and participate in the school's Collective Worship	<b>2</b>

### 3. PROVISION

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

The quality of teaching and learning in Religious Education is good with some outstanding teaching observed. This ensures that many pupils make good progress. Where teaching is best, creative and motivating presentation and tasks involving full and active pupil participation are implemented. The majority of pupils apply themselves diligently and work at a good pace. Teachers plan across the year group in Religious Education to meet the differing needs of the pupils. The needs of those pupils with Special Educational Needs are addressed through tasks,

supported by effective deployment of teaching support. Teachers use visual presentations, photos, open questioning and talk partners well to develop learning and pupil confidence in their ideas. Pupils are provided with feedback both orally and through quality marking which informs how well they have done and what they need to do to improve. However, pupils are not always given enough time to effectively respond to the feedback.

The school's assessment procedures in Religious Education are good. Effective tracking systems provide a clear picture of current attainment and individual and cohort progress, as well as enabling the school to predict targets for end of key stage. The use of 'I Can Statements' for each topic enables pupils to become more aware of the assessment process. However, not all pupils are fully involved in the process and pupils' skills in self-assessment need to be developed further.

The time allocation for Religious Education meets the requirements of the Bishops' Conference and the curriculum meets the needs of the pupils. Access to the curriculum is equal for all pupils and where appropriate cross curricular links are made.

Provision for Collective Worship is good. Pupils have opportunities that include formal and more reflective experiences. Prayer in the school reflects the liturgical seasons such as the Rosary group meeting during October. There is a wide variety of opportunity for taking part in the liturgical life of the school, including whole school Masses, parish Masses and Masses on feast days. Pupils take an active role through readings and bidding prayers; and demonstration of the principles behind the 'Statements to Live By' show the pupils' understanding of what it means to be an active member of St Richard's School community.

The provision for the Catholic Life of the school has the highest priority. Displays around the school contribute to the development of the pupils' understanding of Catholic life and along with the interesting resources, such as the sacred spaces, the Travelling Crib and Godly Play, provide pupils with stimuli for thought and reflection.

Pupils are given opportunities to meet others from different schools through extra-curricular activities including sporting and cultural events such as Black History month where pupils worked alongside pupils from another school.

The provision for the Catholic Life of the school is outstanding. It contributes positively to the spiritual and moral development of the pupils. They show respect for everyone in their school community and it enhances their deep rooted sense of social justice and a belief that they can make a difference in the world. They take full advantage of the many opportunities offered to them and can articulate how the school is helping them to become better people. Pupils are given opportunities to show concern for the weak and vulnerable within and beyond their own community through fund raising for a range of charities including CAFOD and Mission Together. They also support local charities as evidenced in the response to the recent Harvest appeal entitled 'Mary's Meals'. There are warm relationships between adults and pupils. One pupil said: "The teachers talk to us nicely; they will always help you". As the pupils mature they absorb the values of the school and mutual respect develops as does an understanding of the need to forgive and the opportunity to be forgiven. Pupils benefit from the very good care, guidance and support they receive throughout the school's work. Pupils, whose circumstances make them vulnerable, are cared for very well, ensuring the well-being of all pupils.

• 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 provision for the Catholic life of the school	1

## 4. LEADERS, MANAGERS AND GOVERNORS

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

Leadership and management are good overall. A clear vision shared by all ensures a common sense of purpose. They have a deep commitment to the Church's Mission in education; personal development and high quality care are paramount. The governors and leadership team aim to provide the best experience of Catholic life



within this supportive setting .The school leadership is good and is determined to continue to improve the Catholic life and teaching and learning in Religious Education. Leaders of the school have made good effective use of a variety of partnerships, such as the East Hull Partnership Trust, to support the pupils' well-being, teaching and learning.

The leadership and management of Religious Education are good and the newly appointed subject leader is very well supported by the Head Teacher. Monitoring and evaluation of the provision for Religious Education are good. A range of regularly conducted monitoring activities relating to provision and outcomes in Religious Education have provided a basis for the analysis of strengths and areas for development. Further developments in Religious Education have been shared with governors in the School Improvement Plan. The school is committed to high standards and provision for continual professional development is good: several members of staff are studying to complete the Catholic Certificate in Religious Studies.

The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school is good. The Chair of Governors visits the school regularly and through these regular meetings, visits to school and information, has an overview of the school's strengths and areas for development .Governors are supportive of the school and are confident in providing high levels of professional challenge to hold the school to account. The school's accurate self-evaluation is evidence of a good range of systematic planning, monitoring and evaluation across most aspects of the Catholic provision. Governors have systems in place for evaluating the effectiveness of this provision; keeping the work of the school under review and acting upon their findings. Governors discharge their statutory and canonical duties well.

<ul style="list-style-type: none"> <li>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</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	<b>2</b>