



## DIOCESAN INSPECTION REPORT

# St. Mary’s Catholic Primary School

(Part of St. Margaret Clitherow Catholic Academy Trust.) Highfield Road, Malton, North Yorkshire, YO17 7DB

School Unique Reference Number: **147258**

<b>Inspection dates:</b>	22 - 23 June 2022		
<b>Lead inspector:</b>	Dermot O’Neill		
<b>Team inspector:</b>	Elizabeth King		
<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary’s Catholic Primary School is an outstanding Catholic school because:

- St Mary’s is a warm welcoming Catholic school where the mission statement ‘God’s servant first’ is demonstrated in the care and respect shown to all. The outstanding Catholic character of the school is clearly evident in the education it provides and the support it gives to its families.
- The outstanding Catholic Life of the school is acknowledged and appreciated by parents and carers, who realise its profound impact on their children through the school values of ‘love, service and peace’.
- The school’s Collective Worship ensures that pupils can accept the invitation to partake, whatever their background. They participate reverently and joyfully through prayer, song and dance
- Religious Education is outstanding because pupils achieve well and enjoy their learning. Teachers bring excellent subject knowledge to bear on creating imaginative and engaging approaches to lessons. The excellent practice which exists now needs to be consistently shared throughout the school.
- Leadership of the Catholic life, Collective Worship and RE is exemplary. The leadership team set the vision for the school by their personal example and commitment. They are fully supported by all staff, governors and parents.



## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Mary's has an excellent reputation in the local community, and this has led to significant expansion of the school in recent years. In a short period of time it has grown from a small mixed age class school of 85 pupils to a one form entry school of 216 pupils and a pupil admission number (PAN) of 30.
- The school has undergone major changes in the past six months. The longstanding headteacher retired and an established year 5 has taken a sabbatical to travel and year 1 teacher moved to another school.
- One assistant headteacher was appointed acting headteacher at the start of June and the other assistant head was also appointed acting deputy headteacher.
- 41% of pupils are baptised Catholics. The parish served by the school is St Leonard's Catholic Church, Malton.
- Almost 20% of pupils speak English as an additional language. During the last inspection the figure was 4%.
- 3.2% of pupils currently have an education, health and care (EHC) plan compared to 1.8% nationally.
- The acting headteacher is also the Religious Education subject leader.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Make even more teaching outstanding by:
  - sharing the skills of the outstanding teachers to inspire and develop the teaching of RE by all staff
  - ensuring the quality of all teachers' marking and pupils' responses match that of the very best in the school
- Further enhance the Catholic Life by:
  - acknowledging the principles of Catholic Social Teaching across the curriculum and the Catholic life of the school
  - Making use of the strong parish and community links to further develop the understanding of vocation and service of others.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The school mission statement 'God's servant first' is at the core of everything they do in the school. Not only can pupils recite the mission statement, but they fulfil it in the way they learn and treat one another.
- Pupils play a key role in the annual review of the mission and are able to articulate that they are 'following in Jesus' footsteps' by carrying out a wide range of charitable causes and by helping the less fortunate.
- The pupils take on responsibilities with enthusiasm and make them their own. The Eco warriors were 'caring for God's world'. The school council were proud to show the recently landscaped prayer garden which they helped to design and construct.
- Pupils display a deep sense of respect for those of other faiths, religions and none. St Mary's is an inclusive school where people from different parts of the world can integrate harmoniously as part of the Catholic family. Syrian refugees in school have been encouraged to deliver presentations to their classes on their Muslim faith.
- The St Mary's Samaritans chaplaincy group play a key role in the Catholic Life of the school. The three core values 'Love, service and peace' were created by the group in discussions with staff and governors. They take their roles very seriously and endeavour to fulfil the school mission 'God's servant first' through the amazing charitable work they have done for Eagle House Orphanage in Uganda. Along with the Eco warriors, they grew vegetables in school and then sold them at a Farmers' Market to raise money for the orphanage.

### **The quality of provision for the Catholic Life of the school is outstanding**

- St Mary's is an authentic Catholic school where all stakeholders strive to live out the Bishop's vision for education. A parent commented 'If Jesus was setting up a school today, this is what it would look like'. The acting headteacher and acting deputy headteacher have enabled the whole school community to place the mission and values at the heart of everything they do.
- All staff display a wonderful sense of cooperation and teamwork which becomes infectious and impacts on the Christian ethos of the school as they bear witness to the school mission.
- Families are very proud of the school and highlight the tangible sense of welcome and belonging on entering the building. The efforts made by the school during lockdown and subsequently have not gone unnoticed. Families were supported and contacted daily and in some instances the school delivered food parcels to families in need.
- Pupils with special educational needs and behavioural difficulties are welcomed into the school community and treated as individuals who are made in the image and likeness of God. The weekly meeting for parents in need of support was highlighted by North Yorkshire Health and Child Protection as excellent practice that should be shared with other schools.
- The school has invested in the Ten Ten programme, purchasing the Relations and Sex Education (RSE) and the Collective Worship packages. Parents spoke favourably about the relevance of the resources during lockdown and the value of the online learning platform See Saw.
- School-led Continuous Professional Development (CPD) on the 'Come and See' syllabus as well as observing other classes and other schools has improved the confidence of staff in delivering Religious Education. However, more time now needs to be directed to supporting staff in teaching the principles of Catholic Social Teaching.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The acting headteacher and acting deputy headteacher zealously ensure the Catholic Life of the school is central to all that happens at St Mary's.
- The governors are fully committed to the Catholic Life of the school and actively assist with school events including staff retreats and school Masses. Governors also meet informally outside of school for coffee mornings to discuss ways they can further assist the school. Governors have received training and support from the diocese and have put this into practice when evaluating the Catholic Life of the school.
- The links between the school and St Leonard's parish are very strong. Pupils from the school are engaged in parish activities and the governor responsible for Catholic Life regularly gets pupils to take on responsibilities at Sunday Mass.

- Parents and staff stressed the unstinting support for the mental health of pupils and staff from the leadership team. The care and compassion displayed reflects the 'Love, service and peace' values of the school.
- School leaders are committed to supporting staff new to the school. Staff commented on how the induction programme they received was reassuring and filled them with confidence.
- The flourishing partnership between school and parish which has been actively promoted by the Catholic Life governors and the school now needs to make use of this link in developing the theme of vocations.
- Regular governor visits ensure they, as stakeholders, have a good understanding of the school's mission. Data and action plans are challenged during meetings. The governors with responsibility for Catholic Life along with the governing body work closely with the leadership team in ensuring the Catholic Life of St Mary's is given the highest priority at governors' meetings as the first item on agendas and the first heading on school development plans.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding**

- Collective Worship is at the heart of St Mary's school. The pupils and staff are fully engaged and respond with enthusiasm. The school mission, 'God's servant first' is clearly present in their prayer and worship.
- Parents and governors are actively encouraged to attend and participate in school Collective Worship and were in attendance at a special Mass for the first communicants.
- Pupils understand that prayer can take a variety of forms including silent meditation, singing and drama requiring varying degrees of planning and presentation.
- The pupils show reverence entering and exiting Collective Worship and are respectful and prayerful during the presentations. The quality of singing is impressive, and pupils love to participate at all levels.
- Each classroom has a sacred place used for private and class worship. The St Mary's Samaritans chaplaincy group and the school council worked with school leaders to create a prayer garden this year. Pupils said they go there for private prayer.
- Class Worships are particularly inspiring, and pupils feel confident and secure sharing thoughts, feelings and prayers in a safe environment.

#### **The quality of provision for Collective Worship is outstanding**

- Collective Worship is well planned at all levels. The school has worked with the Hallam diocese to ensure Collective Worship is age appropriate and modelled correctly.
- Staff model and lead Collective Worship so that there is a consistent approach throughout the school. An outstanding example of age-appropriate class worship occurred under the trees with calming music and the gentle sound of running water. The year 3 pupils understood that they were

giving thanks for God's creation. The combination of sunshine, a gentle breeze and being at one with nature is a celebration they will remember for years to come.

- The St Mary's Samaritans initiate ideas for Collective Worship in their weekly meeting with school leaders. The pupils enjoy the sense of ownership and are empowered by the process. They are keen to improve their own practice and willingly take on advice.
- A perfect example of pupil-planned and led voluntary Collective Worship occurred at lunchtime. The 'Grow in Faith' GIFT club was led by year 6 pupils without any adult assistance. The theme was 'Prayer and talking to God' and 25 younger pupils chose to attend. The presentation included slides, video clips, singing and artwork. This was authentic pupil-led worship at its best.
- The school's investment in the 'Ten Ten' Collective Worship has helped less confident and new staff to deliver worship and the school is now reaping the benefits.
- Staff are supported in their own spiritual journey with an annual retreat at Ampleforth Abbey focusing on prayer.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding**

- School leaders have excellent knowledge of how to plan and deliver Collective Worship.
- The planned cycle of Collective Worship reflects the liturgical year and consequently pupils are able to relate the Church calendar in an interesting way.
- Senior leaders lead by example and the school has taken advantage of the Developing Future Leaders programme delivered by the diocese.
- Leaders are evaluative and regularly review current practice to highlight strengths and areas for improvement.
- Less experienced staff have outstanding practice modelled for them throughout the school to help them develop their own liturgical understanding of Collective Worship.
- The Catholic Life governors along with the leadership team regularly monitor the quality of Collective Worship. They are regular visitors to the school and their addition to the St Mary's Samaritans chaplaincy group has enabled both governors and pupils to monitor and evaluate the Collective Worship jointly.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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

- Behaviour in lessons is outstanding. Pupils engage in a range of activities that satisfy their intellectual curiosity. They enjoy their learning and respond with interest and enthusiasm to the teachers' instructions.
- Almost all pupils make progress that is appropriate to their needs. Pupils with special educational needs or disability (SEND) are well supported in lessons so that they make good progress.
- Assessment and tracking of Religious Education is rigorous. The school hosted and led local clusters of schools to ensure moderation is consistent and robust.
- Pupils are religiously literate and can articulate their learning clearly and concisely.
- Pupils are very proud of their work and the presentation of work has improved markedly since the last inspection. Outstanding work is celebrated and rewarded every week by the acting headteacher.
- Pupils fully understand the 'must, should, could' objectives set every lesson across the school and lots of evidence of pupils being challenged to complete the 'could' tasks.
- Pupils enjoy the opportunity to share their work with their peers and to offer positive suggestions for improvement.

#### **The quality of teaching and assessment in Religious Education is good**

- Teachers and support staff liaise to produce consistently high-quality lessons.
- Pupils enjoy their learning because they are taught in a creative and inspiring manner. An example of this was the story of the Prodigal Son and the theme of forgiveness taught through various images, ranging from classical to modern art.

- Teachers are confident and demonstrate strong subject knowledge. They are able to challenge and question pupils in order to extend their attainment and progress. One pupil commented 'teachers ask interesting questions to make you think'. This is not yet consistently modelled across the school.
- Good use is made of the extensive resources for the 'Come and See' programme of study. Teachers are encouraged to include drama, oracy and music.
- Pupils are given opportunities to respond to feedback at key stage 2 and this works best when they attempt the 'could' challenge rather than when they are asked to correct spellings. Co Marking and feedback is at its best when it is closely matched to the needs of each pupil.
- Pupils were able to articulate the links between scripture and the theme of the lesson. An example of this was the connection between the theme of 'healing' and the story of the Good Samaritan.
- Lots of emphasis at key stage 2 is given to scripture in lessons so that the gaps left by lockdown are being significantly reduced.
- At key stage 2 the pupils' books contain substantive work. A range of extended writing tasks to challenge and stretch pupils are clearly evident such as the weekly 'Big Question'.

#### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding**

- The Religious Education curriculum meets the requirements of the Bishops' Conference. The quality and quantity of work in the pupils' books and the classroom displays reflect the time allocated to the teaching of the 'Come and See' programme of study.
- Religious Education is extremely well resourced and is compatible with online learning platforms such as 'See Saw'. This platform was particularly beneficial during lockdown and parents still give positive feedback on its continued use. Resources are also provided for the sacred spaces around the school.
- Leaders and managers promote the broader Religious Education of pupils by making them aware of others both locally and globally. RE lessons come alive with the relationship the school has with Eagle House Orphanage in Uganda and the close links with the Pearl of Africa choir.
- The head of school is also the RE subject leader and so RE is given full priority and is 'the core of the core' at St Mary's. The acting headteacher and acting deputy headteacher provide robust and effective leadership and are outstanding role models.
- RE data is analysed at governors' meetings along with the other core subjects. Governors express a genuine interest in ensuring the continued development of RE.
- A particular strength of the school is the ongoing professional development offered to staff. Strong links with the North Yorkshire cluster of schools has led to the RE subject leader leading standardisation and moderation across the cluster. This has been extremely beneficial to St Mary's staff.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:</b>	<b>1</b>
<b>CATHOLIC LIFE:</b>	<b>1</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school.	1
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.	1
<b>COLLECTIVE WORSHIP:</b>	<b>1</b>
How well pupils respond to and participate in the school's Collective Worship.	1
The quality of provision for Collective Worship.	1
How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.	1
<b>RELIGIOUS EDUCATION:</b>	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education.	1
The quality of teaching and assessment in Religious Education.	2
How well leaders and managers monitor and evaluate the provision for Religious Education.	1

## School details

<b>School name</b>	St Mary's Catholic Primary School
<b>Unique reference number</b>	121653
<b>Local authority</b>	North Yorkshire/St Margaret Clitherow Catholic Academy Trust
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Lisa Gallon
<b>Choose School Leadership Type</b>	Helen Davenport (acting headteacher)
<b>Date of previous school inspection</b>	11 and 12 July 2016
<b>Telephone number</b>	01653 692274
<b>Email address</b>	<a href="mailto:admin@smm.smccat.org.uk">admin@smm.smccat.org.uk</a>