



Archdiocese of Birmingham

Section 48 Inspection Report

St Marie's Catholic Primary School and Nursery

Merttens Drive, Rugby, CV22 7AF

Inspection dates:

6th & 7th March 2018

Lead Inspector:

Julie-Anne Tallon

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Good

Religious Education:

Good

Collective Worship:

Good

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a good Catholic school because:

- The school has embedded a deep whole school commitment to its Catholic mission.
- The school's *Aspire* values effectively support the Catholic mission of the school. These values are lived, promoted and rewarded throughout the school at all levels.
- Leaders self-assessment of Catholic Life, Religious Education and Collective Worship is accurate and identifies areas for development well.
- Pupils enjoy Religious Education and take pride in their work.
- The teaching and learning in Religious Education encourages pupils to reflect on how the message of Christ influences their lives today.

It is not yet outstanding because:

- Pupils do not have sufficient opportunities to participate significantly in the school's evaluation of its Catholic Life and mission.
- Monitoring and evaluation in Religious Education is not used sufficiently to plan and implement improvements to pupils' outcomes.
- Prayer is not yet the centre of the school community. Opportunities for pupils to plan and deliver Collective Worship need to be further developed and monitored.

FULL REPORT

What does the school need to do to improve further?

- Provide more opportunities for pupils to contribute to the school's self-evaluation of Catholic Life.
- Leaders should transfer their excellent skills, in analysing data and improvement planning, from other subject areas to Religious Education and Collective Worship.
- Leaders and governors should implement regular formal monitoring of Collective Worship; this should include a review of the centrality of prayer within the school.
- Provide more opportunities for pupils to plan and lead Collective Worship.

THE CATHOLIC LIFE OF THE SCHOOL

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

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.

- Since the previous inspection, and the amalgamation of two separate schools, the school leaders have made tremendous progress in ensuring that there is a whole school ethos; this is now seen in the entire school's commitment to embracing its Catholic identity.
- Pupils' understanding of the official school mission statement is limited; they are aware of where it is displayed and can direct visitors towards it. However, their understanding of the active school mission to *ASPIRE* is thorough and real. Pupils can talk confidently about *ASPIRE*, which embraces the Catholic Schools' Pupil Profile and how they live their lives according to the virtues promoted in the profile.
- Pupils take delight in receiving acknowledgement for the use of the virtues through weekly celebrations. Virtues work is integral to the school *ASPIRE* mission.
- Pupils' speak confidently about the need to support those less fortunate than ourselves. Pupils had benefitted from visitors from Father Hudson's and the Rugby Youth for Christ group and could explain how the messages, shared by these visitors, impacted on their everyday lives. Pupils are proud of their charitable work and understand their responsibility as young Catholics to treat others as Jesus would.
- Pupils' behaviour in lessons and around school is good. Pupils are keen to welcome visitors and share information about their school, which they are very proud of.
- Pupils do not yet have adequate opportunities to play a leading role in evaluating the Catholic Life of school. Leaders are currently formulating action plans to address this area for development.

- Pupils show respect for themselves and others, talking passionately about how they could make the world a better place through actively living out the *ASPIRE* values.
- Year 5 recently attended a retreat at Alton Castle, which focused on discipleship. On returning to school they confidently presented their journey of formation to the whole school, as well as sharing a new song of worship for pupils to learn.
- Pupils benefit greatly from the strong pastoral leadership and support in school. The school 'pod', a pastoral resource base, is a welcoming and safe environment where pupils are nurtured and valued as children of God.
- An understanding of vocation is encouraged through a developing programme of links with the Lourdes pilgrimage charity HCPT.
- The school and parish work closely together to deliver sacramental preparation. This involves families working together through workshops, weekly homework tasks and preparation meetings. As a result, pupils are well prepared for the sacraments.
- The school environment reflects its Catholic nature. Leaders and governors are committed to ensuring that pupils are presented with the very best learning environment. A detailed rolling programme of building and grounds improvements is in place, which includes the development of outside prayer areas on both school sites.
- Staff model the positive behaviours that are expected of the pupils, this is led by the dynamic headteacher whose energy and vigour inspires others.
- Evidence in and around school, and discussions with pupils, show that the curriculum reflects Catholic social teaching. Pupils speak eloquently about the positive impact that Tabor House has had on homeless people's lives and how pupils' almsgiving can support this good work.
- Chaplaincy provision is effective in supporting the Catholic Life of the school. Pupils and staff benefit from the permanent deacon's involvement with sacramental preparation. The parish priest is also a regular visitor to the school and can talk confidently about the school's provision for Catholic Life.
- The school's pastoral manager is a beacon of positivity and care for the pupils and families within the school. Support programmes based within the 'pod' are consistently well delivered, with positive outcomes for pupils. This high level of pastoral care is constantly reviewed and improved to respond to the needs of families. There are plans underway to extend this provision base to both key stage sites.
- Relationships and sex education is adapted from the local authority 'Protective behaviours' programme, which is delivered to all children at an age appropriate level and reflects Catholic teachings and principles.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- Leaders and governors are united in their determination to ensure that St Marie's pupils are given every opportunity to become the person God has called them to be.
- Leaders self-assessment is accurate and identifies areas for development well. This is evidenced in the school self-evaluation form (SEF) and through coaching and mentoring documents.
- Governors and leaders are aware that the official mission statement isn't an integral part of school life. However, the school *ASPIRE* values are focused on serving God and practical ways to support children to be the person God has called them to be. The *ASPIRE* values are lived, promoted and rewarded throughout school at all levels.

- Since the previous inspection, the school have made tremendous progress in ensuring that the previously amalgamated schools have a *one school*/Catholic ethos. This is seen through whole school commitment to embracing a clear sense of community. As a result, relationships between staff are very positive.
- The Religious Education subject leader attends diocesan training and shares support materials with class teachers to ensure consistency of provision. This has resulted in all classes having a prominent prayer focus area reflecting the liturgical colour for the season, displaying traditional and pupil written prayers and promoting charitable giving.
- Leaders self-assessment of Catholic Life, Religious Education and Collective Worship is accurate and identifies areas for development well. Governors and leaders are well placed to transfer strong leadership skills embedded across other aspects of school life to Religious Education, Collective Worship and Catholic Life.
- New staff are well supported by their peers and phase leaders. Clear guidance has been shared by the Religious Education subject leader and it was very evident that staff felt comfortable asking (and giving) support if required.

RELIGIOUS EDUCATION

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

How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.

- The vast majority of pupils make good progress in Religious Education; where this is not the case, targeted support and guidance is put in place.
- Teachers consistently use the diocesan planning templates for lessons. When monitoring planning, phase leaders ensure that learning from Religious Education (AT2) is clearly identified and focused on appropriately. Consequently, lessons are well planned to meet the needs of pupils.
- Assessment for learning is embedded across school. Teachers skilfully question individual pupils and groups, identifying misconceptions and moving pupils' learning on well.
- Religious Education action plans show that the school is aware of the need for greater analysis of assessment data to better inform teachers' planning and use of resources.
- Pupils can talk confidently about self- assessing their own learning in Religious Education lessons, through end of unit reviews. Pupils pose profound 'I wonder' questions at the end of units showing that they are taking time to consider and reflect on their own faith journey. Religious Education work continually encourages pupils to reflect upon how the message of Christ influences our lives today.

- Behaviour in Religious Education lessons across school is overall very good. Any minor issues are dealt with effectively, promptly and appropriately.
- Pupils are confident sharing ideas and thoughts in front of their peers. Pupils learn collaboratively in the majority of lessons, where pupils show respect and understanding towards each other.
- Evidence gathered through observing teaching, looking at pupils' work and analysis of assessment data shows that the vast majority of teaching in Religious Education is good or better.
- Pupils are confident using bibles and can talk with confidence when comparing Gospel stories.
- Pupils Religious Education work is well presented in a variety of ways. The quality of pupils' books demonstrate that they take a pride in their work and they are animated when discussing the content of their books.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- Although the Religious Education subject leader was on maternity leave during inspection, the effective leadership of the subject has been maintained by the headteacher. He has a clear vision for teaching and learning in Religious Education and has the expertise to secure this vision.
- Leaders have identified areas for improvement accurately and have the ability to effectively implement these to ensure Religious Education in the school meets the needs of all groups of pupils.
- Following any monitoring in Religious Education, leaders are focused on areas of development for staff and have detailed support systems in place to improve teaching.
- School leaders are successfully using diocesan guidance and support to monitor attainment across both key stages. This monitoring shows no major areas for concern.
- Governors have a general understanding of the strengths and areas for development in Religious Education.
- Religious Education across all key stages meets the requirements of the Bishops' Conference.

COLLECTIVE WORSHIP

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

How well pupils respond to and participate in the school's Collective Worship.

The quality of Collective Worship provided by the school.

- Inspectors observed a whole school assembly, where pupils from both sites joined together and demonstrated reverence and respect. Pupils were keen to

be involved and eager to respond, sharing ideas and opinions openly and enthusiastically.

- Pupils shared their knowledge of the liturgical seasons and appropriate colours with inspectors. They were keen to point out where the liturgical colours could be seen around school.
- Whole school Collective Worship is now embedded into school life, thus reinforcing that, although the school is based on two sites, it is one school community. Opportunities for the school to worship together are planned to take place both in the parish church and the school hall.
- Discussions with pupils show they value whole school celebrations with the parish, including whole school Gospel assemblies with the parish priest and headteacher.
- Governors speak positively about the school's participation in parish Masses at church and the pupils' particular enthusiasm for class Masses.
- Daily prayer is fully embedded into the routine of school.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- There is clear evidence of a variety of opportunities for Collective Worship across the liturgical year. Opportunities for these are planned by both staff and clergy.
- The school gives good support to staff about the delivery of Collective Worship, providing a handbook which offers clear guidance and advice. This handbook is shared with all staff and a particular focus is given to ensuring that staff new to the school are made aware of the expectations of any act of Collective Worship.
- Middle leaders are aware of areas for development in monitoring and evaluating Collective Worship to ensure a whole school approach. Leaders are well placed to ensure that this is rapidly improved.
- The headteacher works collaboratively with the parish priest to ensure that the Gospel message from Sunday Mass is delivered weekly to the school community.
- The school would benefit from more rigorous governor challenge regarding the monitoring and evaluation of Collective Worship.

SCHOOL DETAILS

Unique reference number	136507
Local authority	Warwickshire
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	420
Appropriate authority	The governing body
Chair	Alan Parish
Headteacher	Dominic McBride
Telephone number	01788 543636
Website address	www.st-maries.com
Email address	admin3598@welearn365.com
Date of previous inspection	9 th & 10 th April 2013

INFORMATION ABOUT THIS SCHOOL

- St Marie's Catholic Primary School serves the parish of St Marie's in Rugby. The school draws pupils from a wide range of social and economic groups. It is a split site school with a two-minute walk between the two sites.
- The percentage of Catholic pupils is currently 64%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is much higher than the national average.
- Attainment on entry is below the national average.
- Since the last inspection there have been significant changes in staffing and governance, including a new headteacher and a new chair of governors.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Julie-Anne Tallon and Denis Cody.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across twelve Religious Education lessons across Year 1 to Year 6 to evaluate the quality of teaching and took part in a learning walk through Reception. Inspectors observed a whole school Collective Worship.
- Meetings were held with the chair of governors, a selection of foundation and parent governors, the headteacher, phase leaders, the parish priest, the permanent deacon and the pastoral lead.
- In order to monitor Catholic Life, the inspectors attended a whole school assembly, shared lunch with pupils, joined a sacramental preparation class outside of teaching time, undertook learning walks led by the pupils and interviewed pupil groups.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.