

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:	St Mary's Catholic Primary School
Address:	Coronation Crescent Madeley Telford TF7 5EJ
Tel No:	01952 388255
URN:	123556
Headteacher:	Mrs M Young
Chair of Governors:	Mrs J Beard
Date of Inspection:	21 April 2008
Inspectors:	Mrs M Coleman & Mr T McBeath

BASIC SCHOOL DATA

SCHOOL DATA	
Name of School	St. Mary's Catholic Primary
School email address	madeleystmary's@telford.gov.uk
Name of Headteacher	Mrs. Margaret Young
Name of Chair of Governors	Mrs. Joan Beard
Name of Parish Priest	Father William Dukes
Name of Religious Education Co-ordinator	Mrs. Margaret Young
<p>St. Mary's is a voluntary aided Catholic primary school in Madeley to the south of Telford. The percentage of adults in higher education is lower than the national average and the percentage of high social class households is also lower than the national average. The church is a short walk away from the school. The pupils come from a range of socio-economic backgrounds and a large number live in fragmented homes.</p> <p>The school draws its pupils from a wide geographical area. Most of the pupils are from white British backgrounds although we have two Polish pupils and one African pupil.</p> <p>The Parish of the Good Shepherd is made up of four church communities: St Mary's, Madeley, All Saints, Stirchley, St. Paul's, Dawley and St. Winefride's, Broseley.</p>	

STAFFING & ORGANISATION	
Number of full-time teachers	5
Number of part-time teachers	3
Number of Catholic teachers	3
Number of teachers from other Christian faiths	5
Number of teachers from other faith backgrounds	0
How many teachers teach Religious Education?	7
Number of teachers with CCRS	2
Number of teachers with other Catholic qualifications (e.g. Theology, leadership)	0

PUPILS / STUDENTS	
Number of pupils on roll	100
Number of classes	5
Organisation of classes	R, Y1/2, Y3/4, Y5, Y6
Average class size	20
% of Catholic pupils	53
% of pupils from other Christian faiths	21
% of pupils from other faith backgrounds	1
Number of pupils on SEN register	21
Number of pupils with a Statement of Special Educational Needs	5

TEACHING TIME FOR R.E. PER WEEK IN -	
Foundation	2.5 hrs
Key Stage 1	2.5 hrs
Key Stage 2	2.5 hrs

FINANCIAL DATA – actual expenditure over 2 years	
English	£ 1,125
Mathematics	£ 625
Science	£ 200
Religious Education	£ 625

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
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St Mary's is a good school. Strong focused leadership, high expectations, a curriculum tailored to meet the needs and interest of all pupils and a sense of fun ensure all pupils thrive and enjoy school. The Mission Statement "Love one another as I have loved you" is prominently displayed throughout the school and provides a firm foundation based on gospel values for life at St Mary's. Good quality opportunities for prayer and spiritual and moral development are given a high priority and this influences and supports the caring and dedicated way the community at St Mary's school works together. Teaching and learning is good and pupils' achievement is satisfactory. This is because recent improvements in the quality of teaching are yet to fully impact on the standards which pupils attain. Issues raised during the last inspection have been addressed and the school is well placed to make further improvement. Strong links with the Parish Priest and local community enhance the provision for religious education, promote community cohesion and the school is held in very high esteem by its parents.

What the school could do to improve further

- Develop procedures in evaluation, monitoring and assessment of pupils work to support raising achievement and standards in religious education.
- Ensure there is a consistent approach to marking.

THE CATHOLIC LIFE AND ETHOS OF THE SCHOOL	2
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The Catholic life and ethos of St Mary's is good. From the moment you enter the school there is a tangible feeling of warmth and welcome. Staff and pupils are justly proud of their school and work tirelessly to create a place of learning where everyone is valued and respected. This is an inclusive school where staff are excellent role models respecting difference, valuing diversity to ensure that equal opportunities are provided for all.

COLLECTIVE WORSHIP	2
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St Mary's provides many opportunities for daily acts of Worship and liturgies. These are thoughtful and reflective experiences and centred very much on the school's own Mission Statement and Catholic ethos. Pupils and parents are encouraged to fully participate as illustrated by the encouragement to both pupils and parents to celebrate Mass in school or church. Staff and pupils are closely involved in preparing classroom worship and key stage assemblies. Collective worship is sometimes used to address school issues or themes.

SPIRITUAL AND MORAL DEVELOPMENT AND OVERALL PERSONAL DEVELOPMENT OF PUPILS	2
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Pupils are provided with the opportunity for spiritual and moral development through prayer reflective time. St Mary's have an up-to-date set of policies that have recently been developed and adopted by the staff and the Governor's Curriculum Committee. All documents are dated with the time of the next review. Prayer and liturgies are very important in the life of the school community and form the foundation for the development of the spiritual and moral aspect of the school. This is supported by a broad curriculum which enables the pupils to reflect on the needs of others. This is achieved through the Here I Am religious programme, the study of other faiths, the developed links with a school in Malta and South Africa, links with the local community and the wide number of fund raising activities the pupils engage in. Pupils are developing good knowledge and understanding of the world around them.

PARTNERSHIP: PUPILS, PARENTS, PARISH(ES) AND WIDER COMMUNITY	2
<p>Partnerships with pupils, parents and the wider community are good. Pupils are highly valued and respected. Their views and concerns are given due consideration by the leadership and management of the school. One pupil, voicing the views of many said "If I am worried about anything I talk to the Headteacher and she always listens to me." Pupils have good links with the local community and the contact St Mary's has with schools in Malta and South Africa enriches their understanding of community cohesion. Strong links between St Mary's and local Catholic schools provides an effective network to support learning and the transition of year six pupils to the next stage of their education. Parents are well informed about the religious life of the school and are encouraged to participate and contribute to their child's education and school activities. The parish priest is a welcomed visitor who works closely with the Headteacher and school community to strengthen links between the parish and school.</p>	

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION	3
<p>Achievement and standards in religious education is satisfactory overall though many pupils now make good progress in knowledge, skills and understanding due to improvements in the quality of teaching. Presentation of written work is satisfactory. The religious education curriculum meets with diocesan requirements. Pupil's work hard and enjoy their work. They have a well developed sense of awareness of the needs of others and strive to be inclusive. Their understanding of global issues and desire to raise funds through and NSPCC is commendable.</p>	

QUALITY OF TEACHING AND LEARNING	2
<p>The quality of teaching and learning is good, improving and enables pupils to make good progress. Teachers plan well and strive to make lessons interesting and fun by using a range of teaching styles and strategies. Good intervention and support from teaching assistants ensure pupils are well motivated and fully engaged in their work. Work is differentiated and well matched to pupils' needs and interests. Pupils work confidently and with enthusiasm. Assessment procedures are in place but not fully embedded to impact on raising standards. Prayer tables and displays in every classroom provide a focal point and include pupils' work. Quality and carefully chosen resources are available to enrich pupils' learning.</p>	

LEADERSHIP AND MANAGEMENT IN DEVELOPING THE CATHOLIC LIFE AND ETHOS OF THE SCHOOL	2
<p>The leadership and management of St Mary's school are good. The Headteacher is fully committed to providing the highest standard of religious education for her pupils. She is passionate about her school and feels deeply for all staff and pupils. The school leadership has successfully brought improvement to the quality of teaching and learning through focused action planning. The Mission Statement is fundamental to everything she does and helps drives the school forward to create a learning environment in an oasis of calm and compassion. The faith stance of pupils and staff is recognized and respected. Pupils are confident that their views and concerns are considered by the leadership team and speak very highly of their Headteacher. Governors share a clear focus and direction for the Catholic life of the school. They know their school well and have good capacity for further improvement.</p>	

LEADERSHIP AND MANAGEMENT IN RELIGIOUS EDUCATION	2
<p>Leadership and management in religious education are good. The subject leader is firmly focused on raising standards and pupil achievement. The personal development and genuine acceptance of cultural and religious differences within the school community has contributed to creating a common sense of purpose among pupils and staff. Assessment in religious education is in its infancy and has been identified as an area for further development. Very good use is made of resources including ICT, and staff work tirelessly to dismantle barriers to learning and pursue inclusion of all pupils. Parents speak highly of the leadership and willingly work with the school to ensure pupils flourish.</p>	

PARENTS QUESTIONNAIRE

Number of questionnaires distributed: 77

Number of questionnaires returned: 21

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	57%	38%		5%	
2	I am happy with the values and attitudes that the school teaches	43%	57%			
3	I am made to feel welcome in school	57%	43%			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	48%	52%			
5	The school gives me a clear understanding of what is taught in Religious Education	52%	48%			
6	The school enables my child/ren to achieve a good standard of work in Religious Education	57%	43%			
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	62%	38%			

PUPILS' QUESTIONNAIRE (Y2)

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	73%	9%	18%	
2	Do you find out new things in Religious Education lessons?	64%	27%	9%	
3	Are your Religious Education lessons interesting and fun?	45%	9%	45%	
4	Do you get help when you are stuck?	36%	36%	27%	
5	Do you have to work hard?	45%	27%	27%	
6	Do teachers show you how to make your work better?	45%	27%	27%	
7	Do other children behave well?		45%	46%	9%
8	Are teachers fair to you?	100%			
9	Do teachers listen to your ideas?	45%	36%	10%	9%
10	Are you trusted to do things on your own?	36%	18%	28%	18%
11	Do you enjoy your times of prayer together?	82%	9%	9%	

PUPILS' QUESTIONNAIRE (Y6)

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	17%	13%	57%	13%
2	Do you find out new things in Religious Education lessons?	22%	52%	26%	
3	Are your Religious Education lessons interesting and fun?	9%	9%	69%	13%
4	Do you get help when you are stuck?	43%	44%	13%	
5	Do you have to work hard?	78%	9%	13%	
6	Do teachers show you how to make your work better?	66%	17%	17%	
7	Do other children behave well?	4%	35%	52%	9%
8	Are teachers fair to you?	82%	9%	9%	
9	Do teachers listen to your ideas?	21%	28%	49%	
10	Are you trusted to do things on your own?	35%	26%	30%	9%
11	Do you enjoy your times of prayer together?	4%	17%	13%	66%

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
OVERALL EFFECTIVENESS OF THE SCHOOL	2
The effectiveness and efficiency of the provision of Catholic education in meeting the needs of pupils.	2
Steps taken to improve the provision further.	2
The capacity of the school to make further improvements.	2
THE CATHOLIC LIFE AND ETHOS OF THE SCHOOL	2
The Mission Statement reflects the Gospel and the Catholic purpose of the school.	2
Pupils have an understanding of the school's mission and appreciate its ethos.	2
COLLECTIVE WORSHIP	2
The school provides frequent and high quality opportunities for prayer, collective worship and liturgical celebrations.	2
Staff and pupils are encouraged to be actively involved in prayer, worship and liturgy.	3
Collective worship contributes to the spiritual and moral development of all pupils.	2
SPIRITUAL AND MORAL DEVELOPMENT AND OVERALL PERSONAL DEVELOPMENT OF PUPILS	2
There are whole school policies for spiritual and moral development.	2
The school contributes to spiritual and moral development through the whole curriculum and life of the school.	2
The behaviour of pupils	2
The school contributes to the social and cultural development of all pupils.	2
PARTNERSHIP: PUPILS, PARENTS, PARISH(ES) AND WIDER COMMUNITY	2
Pupils consider themselves to be valued and respected and recognize the responsibilities that this involves.	3
Pupils have opportunities to take on responsibilities within the school and to participate in service within the wider community.	3
Pupils make a contribution to the community in and beyond the school.	2
Parents are informed about the school's mission as a Catholic school and are encouraged to participate and contribute.	2
The school fosters effective links with the local parish(es). Priests and parishioners are invited and welcomed to some school events.	2
The school has good links with other schools.	2
The school contributes to the life of the wider community and community cohesion	2
ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION	3
All pupils make progress taking into account variations between pupils and groups of pupils.	3
QUALITY OF TEACHING AND LEARNING	2
The effectiveness of teaching and learning in meeting the needs of all pupils.	2
The appropriate use and rigour of assessment.	3
Pupils enjoy their work.	2
The extent of parents'/carers' involvement in their children's learning.	3
The curriculum meets Diocesan requirements.	2

LEADERSHIP AND MANAGEMENT IN DEVELOPING THE CATHOLIC LIFE AND ETHOS OF THE SCHOOL	2
The school has taken effective steps to promote improvement since the last inspection.	2
Strategic planning reflects and promotes the school's mission.	2
There are opportunities for professional and spiritual development which assist all staff to understand and contribute to the Catholic mission of the school.	2
The school undertakes rigorous self-evaluation of all aspects of its Catholic life.	3
The school is effective in achieving full inclusion of all its pupils regardless of faith background.	2
The Governing Body helps shape the vision and direction of the Catholic life of the school.	2
The Governing Body has a good understanding of the strengths and developmental needs of the school as a Catholic school; it supports and challenges the leadership team.	2

LEADERSHIP AND MANAGEMENT IN RELIGIOUS EDUCATION	2
The R.E. Co-ordinator leads and supports staff.	2
Performance is monitored and improved through quality assurance and self-evaluation.	3
The adequacy of resources and accommodation.	2
Resources are used to achieve high standards.	2