

DIOCESE OF MIDDLESBROUGH

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



School: All Saints Roman Catholic Primary School

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Date: 21st March 2013

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A Report from
The Diocese of Middlesbrough Education Service
Section 48 Inspection Team
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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	Satisfactory	These features are of reasonable quality. A satisfactory Catholic school is providing adequately for its pupils.
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

All Saints is a smaller than average primary school serving the parish of All Saints, Thirsk and the wider surrounding area. The site is shared with another primary school and the local secondary school. Most pupils are of White British heritage, although the proportion of pupils from minority ethnic groups is increasing. A small, but increasing, proportion of pupils are new to speaking English. There are three mixed age classes. The school does not have Nursery provision.

The proportion of pupils known to be eligible for free school meals and the percentage of disabled pupils and those who have special educational needs is less than the national average. 58% of pupils are baptised Roman Catholic.

Pupil Catchment:

Number of pupils on roll: 65

Planned Admission Number of Pupils: 14

Percentage of pupils baptised RC: 58%

Percentage of pupils from other Christian Denominations: 22%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 20%

Percentage of pupils with special needs: 8%

Teaching Staff:

Full-time Teachers: 2

Part-time Teachers: 3

Percentage of Catholic Teachers: 60%

One member of staff holds CCRS

Support Staff:

Full-time Classroom Support Staff: 0

Part-time Classroom Support Staff: 4

Percentage of Catholic Classroom Support Staff: 59%

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

Parishes served by the School: All Saints, Thirsk

1.OVERALL EFFECTIVENESS

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MAIN FINDINGS

All Saints Catholic School is a good school with some outstanding features. It is a welcoming, “family friendly” school with a strong sense of belonging. Parents believe All Saints is a good school where their children are safe, happy and reach their potential. They are highly appreciative of its family atmosphere and the Catholic values and attitudes it promotes through its school motto: ‘We are all saints and we try to follow Jesus’.

The outcomes for pupils, the effectiveness of leaders and managers and the school’s capacity for sustained improvement are good. Standards attained in Religious Education are above average.

The provision for the Catholic life of the school is outstanding and pupils make an outstanding contribution to it. Pupils value and have pride in the Catholic tradition of the school; they benefit greatly from it .Pupils are keen to do well and they generally seek to produce their best work. There is a calm and purposeful learning environment throughout the school and pupil behaviour is outstanding.

The Religious Education curriculum is creatively adapted to meet the needs of all pupils and fulfils the requirements of the Bishops’ Conference, with 10% of teaching time given to Religious Education.

Pupils are outstanding in their response to and participation in the school’s Collective Worship and liturgies. Collective Worship is central to the life of this school and is a key part of every school celebration with good support from the parish deacon and chaplaincy team. Parents confirm that the experience of living and working in a praying community has a very positive effect on the development of their children, irrespective of their particular learning needs and/or faith background.

What the school needs to do to improve further:

- Continue to implement the new ‘Come and See’ Religious Education programme of study so that all staff are confident in delivering it effectively, ensuring lessons are planned with differentiated tasks to cater for and challenge pupils.
- Ensure that marking consistently provides information to pupils about how to improve their work and that pupils are given time to respond and act on advice given by teachers after marking their work.
- Provide opportunities for greater pupil involvement in self-assessment using the ‘I can statements’ and embed this into assessment procedures throughout the school.
- Continue to raise standards of teaching and learning in Religious Education through on-going professional partnerships and collaboration 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.
- Review the current school mission statement by involving all stakeholders in making it accessible to young children by using child friendly, age appropriate language.

2. PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

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Outcomes for pupils at All Saints School are good, taking particular account of variations between different groups of pupils. Current data indicates pupil progress in Religious Education is good in each key stage for different groups of pupils. By the end of Key Stage 1 the majority of pupils achieve Level 2 results. By the end of Key Stage 2, the majority of pupils achieve level 4 in Religious Education. Achievement in Religious Education is in line with, or above other core curriculum areas. Pupils are gaining knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) at a good rate across all Key Stages. There is no significant difference between the achievements of any groups.

Evidence from scrutiny of Religious Education workbooks across the school suggests that the majority of pupils take pride in the content, presentation and volume of their work. Similarly from direct lesson observations it was noted that most pupils concentrate very well on their Religious Education work and are rarely off task in extended periods of individual or group working situations. Where additional adult support is available it is well targeted to ensure that the specific learning needs of individual pupils are effectively met.

The pupils articulate an interest and enthusiasm about their learning and enjoy what they are doing. They are positive when talking about their Religious Education lessons. Pupils express their own views and are able to refer to the work and teachings of Jesus. By the end of Early Years most pupils enjoy and acquire a good knowledge of simple Bible stories and prayers that help to promote religious literacy and familiarity, for example, in Class 1 pupils recognise the special signs of Baptism in welcoming us into God's family and what it means to live as Jesus asked us to. One young pupil wrote, 'We need to share and be kind to one another'. Progress is continued across Class 2 with pupils reflecting on psalms and writing their own litany, and Class 3 with pupils considering how they could respond to God's call. Reflection on personal behaviour in work relating to how our belief in Jesus as God's gift to us shapes our lives was evident in pupil responses. One pupil wrote: 'Because of this we believe that we have been made for a purpose; to spread God's word and help people'.

Pupils' response to and participation in Collective Worship is outstanding and they are developing independent skills in preparing prayer and leading worship. They are reflective and focused during Collective Worship and from the earliest age pupils participate fully in prayer. Collective Worship is regularly reviewed and planning for improvements made.

Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. 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. An example of this is their association with the local care home and the visits they make there. They speak well about the charitable activities in which they are involved. The pupils clearly understand what it means to live by Gospel values and belong to a Catholic school. This is evident from the way in which they care for each other, speak to one another and play together. Careful refinement

of a pupil-friendly Mission Statement could enable these highly motivated pupils to appreciate all their efforts as part of a wider community. The buddy system which is in place between older and younger children is greatly appreciated and contributes to a good understanding of the need to forgive and be forgiven and a good understanding of what is right and wrong.

• How well do pupils achieve and enjoy their learning in Religious Education?	2
❖ <i>the quality of pupils' learning and their progress</i>	2
❖ <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress in Religious Education</i>	2
❖ <i>pupils' attainment in Religious Education</i>	2
• To what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• How well do pupils respond to and participate in the school's Collective Worship?	1

3. PROVISION

2

How effective the provision is for Catholic education

The provision for Catholic education at All Saints is good. The quality of teaching and the use of assessment to support learning in Religious Education is good. The extent to which the Religious Education curriculum meets the pupils' needs is also good.

The quality of teaching in Religious Education evidenced across all three classes ensures that pupils are motivated and engaged. Effectively planned lessons build on prior learning and meet the needs of most pupils. Pupils are finding the new scheme of work both interesting and challenging. All lessons observed had a good range of teaching styles, good questioning techniques, and clear explanations, were well paced and used ICT well.

The school's assessment procedures in Religious Education are good. The school has an efficient tracking system which provides a clear and up to date picture of current attainment and individual and cohort progress, as well as enabling the school to predict accurate targets for end of key stage. The Religious Education co-ordinator, who is also the head teacher, has worked hard to develop staff confidence when moderating levels of attainment in Religious Education. Evidence from the scrutiny of work showed that teachers generally apply assessment procedures, although not always consistently across the school. The use of 'I Can Statements' for each topic is beginning to enable pupils to become more aware of the assessment process, but, as yet, they are not fully involved in the process. Often the focus of teachers' marking is mainly on what pupils can do. As a result, teacher feedback does not always give pupils enough detailed guidance on how to improve and pupils are not always given enough time to effectively respond to the feedback. However, the school recognises the need to involve pupils more in the assessment process and that pupil skills in self-assessment need to be developed further.

The Religious Education curriculum provided meets pupils' needs well and some good adaptations have been made to tailor the curriculum to meet the specific needs of the range of age groups within each class. The Religious Education curriculum fulfils the requirements of the Bishops' Conference well and 10% of teaching time is dedicated to Religious Education. It is enriched through a variety of imaginative and well planned strategies and relevant resources which engage and motivate the pupils. Planning ensures full coverage of the curriculum and identifies pupils' prior learning. The Religious Education curriculum makes a significant contribution to the spiritual and moral development of pupils which enables them to become reflective learners. The school has invested heavily in the new Religious Education scheme, 'Come and See' together with supporting resources.

Each classroom has a dedicated prayer area linked to the liturgical season. Displays around the school provide the pupils with inspiring messages about the school's mission as well as giving due testimony to the pupils' service to others. An example of this was 'The Stations of the Cross' display in the school hall. Pupils' response to and participation in Collective Worship and the quality of

Collective Worship provided by All Saints is outstanding. 'Statements to live by' underpin the themes for Collective Worship and are interwoven with scripture, reflection, and active participation by pupils. Pupils are reflective and focused during Collective Worship and from the earliest age pupils participate fully in prayer. This was evident in the whole school Lenten reflection where pupils reflected on the reading relating to Jesus' time in the Garden of Gethsemane.

The school is well resourced with each class having their own 'Liturgy packs'. Pupils are becoming skilled in planning and leading class liturgies. This was observed in Class 2 where children prepared a class liturgy, choosing their own readings, prayers and music for the liturgy. Older pupils lead prayer and worship regularly in whole school assemblies and clearly demonstrate their understanding of the Gospel message. Attendance by parents and others associated with the school is facilitated and encouraged. The Parish Deacon is highly regarded for his contribution to the school community. He is familiar to all through his frequent visits to the school and the opportunities the pupils have to worship in the parish church. The Chaplaincy Team review and plan Collective Worship and ensure that pupils have a good understanding and experience throughout the liturgical year. However, representation of pupils on the team would further enhance this provision.

The provision for the Catholic Life of the school is outstanding. Pupils are able to participate fully in a number of key events and liturgies which celebrate the liturgical year. The school supports projects such as Mission Together and CAFOD which ensures the pupils have an understanding of working for the common good. Opportunities exist for pupils to engage and collaborate with each other through, for example, the School Council and the buddy system. Pupils take on a range of responsibilities for caring for each other. This is particularly evident in the 'buddy' system between younger children and older children.

• The quality of teaching and purposeful learning in Religious Education	2
• The effectiveness of assessment and academic guidance in Religious Education	2
• The extent to which the Religious Education curriculum meets pupils' needs	2
• The quality of Collective Worship provided by the school	1
• The quality of provision for the Catholic life of the school	1

4. LEADERSHIP AND MANAGEMENT

2

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

Leadership and management of Religious Education is good. The co-ordinator, who is the Headteacher, gives a high profile to the subject and ensures that staff are well supported. Assessment of Religious Education is accurate and benefits from moderation opportunities which are developing with other diocesan schools. The use of a portfolio of assessed examples of work has supported this development.

The Headteacher ensures that links are very well established with other local Catholic primary schools, the diocese, the Youth Ministry Team and other local organisations. These provide opportunities which enable pupils to enjoy and achieve extremely well. Pupils are able to articulate the impact these partnerships have on them as individuals. They benefit considerably and develop extremely well in a number of areas which the school alone could not provide

The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school is good. The vice chair of Governors visits the school weekly with regular visits by other governors. Through these regular meetings, visits to school and information from the Headteacher they have an overview of the school's strengths and areas for development. They are supportive of the school and are confident in providing high levels of professional challenge to hold the school to account. Generally, 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. Written reviews are regularly undertaken by Governors and reported back to the full Governing Body. All aspects of performance are discussed with the Headteacher. Governors discharge their statutory and canonical duties well.

Leaders of the school have made good, effective use of a variety of partnerships to support the pupils' well-being, teaching and learning. Continued collaboration with other schools will enable the school to further develop and share good practice identified through lesson observations and scrutiny of planning and pupils' work.

Parents take an active interest in the life of the school and are kept well informed. They are highly appreciative of its family atmosphere and the Catholic values and attitudes it promotes through its motto: 'We are all saints and we try to follow Jesus'. Parents explained that they felt that the school gave their children good principles to live by and that the school builds confidence within their children. Parents feel welcome and part of a community. A recent initiative of a 'Parent Forum', an open meeting for parents, staff and governors, enhances the sense of community and provides opportunities for everyone's views to be valued and influence decisions. Parents appreciate the improved communication via texts, newsletters and email. Parents with different backgrounds are involved as fully as possible in the life of the school. Both parents and parishioners feel welcome to attend seasonal liturgical celebrations and assemblies.

<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school, including chaplaincy provision, and plan improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> • How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> • The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met 	2
<ul style="list-style-type: none"> • How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being 	2
<ul style="list-style-type: none"> • How effectively leaders and managers promote and develop Community Cohesion 	2

5. THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT

2

The school's capacity to improve is good. The school's self-evaluation accurately identifies areas for improvement. The Headteacher, staff and governors are fully committed to developing the Catholic life of the school, and the Religious Education curriculum, bringing about improvement across all outcomes for pupils.

All staff are committed to the success of the school and to further develop their skills through training. The Headteacher and governors undertake regular monitoring activities and evaluations which feed into the school improvement plan. Governors play a key role in this and provide a good balance of challenge and support. They are actively involved in formulating the policies and practices of the school. There is clear evidence of on-going efforts to raise and maintain the quality of teaching.

There is a close relationship with the parents who feel confident in both what the school is doing and in being able to give their opinion if there something that needs review and improvement.