



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

# St Charles' Catholic Primary School

The Carriage Drive, Hadfield, Glossop, SK13 1PJ

<b>School URN:</b>	112902
<b>Inspection Date:</b>	27 June 2016
<b>Inspectors:</b>	Mrs Fionuala Boucher and Mrs Jane Monaghan

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

### St Charles' Catholic Primary School is a good Catholic school.

- The Catholic Life of the school is outstanding. Pupils recognise that their views help to shape the ethos and mission of the school, ably supported by all stakeholders. The community is vibrant; all members feel a strong sense of belonging, deeply valuing the Catholic tradition of the school and recognising its role in supporting those in need locally, nationally and globally.
- Religious Education is good. Pupils enjoy their learning and can explain its value; they are keen to do well and behaviour for learning is impressive. Teaching is good and uses a range of approaches to sustain interest and develop understanding in pupils across the school. Marking positively acknowledges pupils' efforts and now needs to indicate the 'next steps' for learners more consistently. There is clear evidence that planning and assessment has developed well since the last diocesan inspection.
- Collective Worship within the school is good and developing. Pupils act with reverence during times of prayer, show willingness to contribute and reflect appropriately. Leaders and managers are strong role models, leading worship which engages and involves all pupils. Spiritual development is clearly important within the school and this is given priority in planning cycles, staff development and the strategic direction of the school.
- Strengths of the school include pupil behaviour and their love of life in school, community spirit, the shared dedication of all stakeholders and the effectiveness of support assistants who enhance learning in Religious Education lessons.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Charles' Catholic Primary is an averaged-sized, one-form entry school in the small town of Hadfield near Glossop in the High Peak of Derbyshire. The school serves the parish of the same name.
- The current number of pupils on roll is 205. 68% of pupils are baptised Catholics; 15% of pupils are from other Christian backgrounds; 17% of pupils have no religious affiliation.
- The proportion of disadvantaged pupils eligible for the Pupil Premium funding is 14% (the pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority). The number of pupils with special educational needs and/or disabilities (SEND) is 12% with less than 1% of pupils having a statement of their needs or an Education, Health and Care Plan (EHCP).
- Early Years Foundation Stage (EYFS) provision is provided for children in the Reception class, with children entering the school from a variety of locally based pre-school providers. When children move onto secondary provision, just under half the cohort transfer to the nearby Catholic secondary school, St Philip Howard.

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

- Further develop consistent marking systems by:
  - Ensuring that 'next steps' are identified for pupils in their Religious Education work.
  - Providing opportunities for pupils to respond to and act upon improvement advice.
- Strengthen and develop systems for the monitoring and evaluation of Religious Education so that improvements can be accurately measured and accelerated.
- Following the improvements in Collective Worship since the last inspection, further develop and widen opportunities for pupil-led worship across the school.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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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 - outstanding**

- In St Charles' Catholic Primary School, pupils are most definitely at the centre of the school's mission and ethos. The Religious Education department in the school parliament impacts effectively on the contribution pupils make to the Catholic Life of the school.
- Pupils are encouraged to express their opinions and take a lead in planning improvement. They are proud to belong to the school community of St Charles. They quote 'it's safe and fun here' and 'Jesus is looking after us'.
- They visit and sing at the local care home, contribute to the nearby food bank, support CAFOD and raise funds for local and national charities.
- Good manners and politeness are features of the exemplary behaviour evidenced in classrooms, on the playground and around the school.
- Pupils have a thorough understanding of vocation, they have a sense of duty to respond to their call, sharing their gifts with others, showing empathy and serving the community.
- They are proud of their Catholic identity evidenced in the many photographic displays showing pupils taking part in diocesan, parish and community events. They talk readily about their involvement in these activities and understand their worth.

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

- The school's mission statement is inspiring. It permeates school life and is quoted constantly in Acts of Worship and class sessions. It underpins the high quality relationships that exist between all colleagues and pupils.
- Pastoral care is excellent; there is concrete commitment to meeting the needs of the most vulnerable and needy in the community. This impacts on the parents and staff members: they say 'we love the school and wouldn't send our children anywhere else'.
- Pastoral programmes in Relationships and Sex Education (RSE) are a development point but these are currently being addressed. Plans are in place to deliver these more effectively taking advice from diocesan sources.
- The highest standards of ethical and moral behaviour based on Gospel values are promoted and pupils have a thorough understanding of these. The school has effective systems in place to support staff which ensures their needs are met and understood.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – good**

- Leaders and managers, including clergy, are good role models and take the task of promoting the Catholic Life of the school seriously. The impact of this leads to them being highly regarded by children, fellow colleagues and families.
- The action plan, highlighting developments in Catholic Life, is a working document. Leaders plan and implement a range of monitoring activities: evaluation in this area is good. Strengths of the school are celebrated and areas for development are tackled systematically. The impact of this means that pupils can articulate the school's distinctive mission well.
- Parents and carers understand the school's mission and they are supportive of it. Some say 'my child is very settled here; if there are concerns, I'm assured they are quickly sorted out'.
- The governing body is proactive in promoting the Catholic Life of the school and they attach great importance to this area. They appreciate the work carried out by school leaders and equally they pursue challenge and accountability.

## 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 the 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 - good**

- Pupils act with reverence and sincerity to a good level; they are keen to participate and their knowledge and understanding of formal prayer is good.
- Pupils reflect in silence and all enjoy singing as a form of praise. Musicians use their skills and talents to enhance song. All pupils are engaged; they show a good understanding of topics and themes covered.
- Pupils are guided in the preparation and leading of liturgies to a good level. The impact of this can be seen in their choice of readings and music; they are becoming increasingly adept at composing and reading out their own prayers and choosing appropriate scripture texts. Pupils now need greater opportunities to increase their independence when planning and leading worship across the school.

**The quality of provision for Collective Worship - good**

- Prayer is a feature of the school day and pupils talk enthusiastically about the range of prayer opportunities provided by the school.
- Acts of Collective Worship are well resourced and planned. This impacts positively on pupils' engagement and enhances their spiritual and moral development to a good level. Parents and the wider community have an open invitation to Acts of Collective Worship and celebration assemblies.
- Staff regularly pray together, they have a good understanding of the purpose of Collective Worship and the benefits of it for the pupils. The peace garden in the school grounds provides pupils with a sacred space conducive to prayer.
- The parish priest is an appreciated presence in the school; he supports the pupils in their prayer life through the celebration of class Masses.
- Each class has a 'focus table' with up to date artefacts and displays - for example, the Year of Mercy resources - which support the pupils in their spiritual development.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good**

- Leadership and Management, including the parish priest, plan and deliver good quality Acts of Worship; the parish priest encourages the school community to visit the parish church where the pupils and school staff feel welcome.
- Leaders avail of the many opportunities provided by the diocese for professional development, thus developing their knowledge and skills of the monitoring and evaluation process. This should be further developed through increasing opportunities for pupils to plan and lead worship on a regular basis.
- 'Away days' for colleagues and leaders impact greatly on the staff's spiritual and liturgical understanding to good effect.
- Leaders and managers are models of good practice in the self-evaluation systems of the school; they are keen to develop and improve in this area. The views of pupils, staff and parents/carers are sought in a systematic way and these are taken seriously and actioned appropriately.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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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 – good**

- Pupils enjoy their Religious Education lessons and work diligently; behaviour for learning is a strength, thanks to the positive work ethic and strong rapport between pupils and adults. Little learning time is lost in lessons. Pupils can find a piece of work in their workbooks of which they are proud – and explain why this is a good example.
- Most pupils are making good progress in lessons and over time, including those with additional needs: in fact, one pupil receiving adult support recognises Religious Education as his own area of strength in the primary curriculum. Pupils articulate their understanding well; they are keen to share their thoughts – even the youngest pupils can talk about how ‘we are all different but all the same’.
- Pupils understand the skills they are acquiring; they can talk about attainment targets and their aspirations to achieve highly. Pupils can apply their knowledge from Religious Education to how Christians live and how they themselves should therefore integrate religious ideas and ideals into their own lives. For example, when considering the lives of saints, one Key Stage 2 pupil advised, ‘Be kind to others. If you aren’t kind, you won’t have any friends and the world would be a sad and poor place’.
- Standards of attainment in recent years have generally been in line with, or above, diocesan averages consistently. Learning intentions are noted by children in their books and outcomes match levelled pieces of work. Children are reflective when making links in written pieces using a range of sources.

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

- Teaching is good across the school, with some examples of outstanding practice. This leads to good progress over time and a strong picture of development for the future.
- Teachers relate very well to pupils, creating an atmosphere conducive to good learning and showing that they have high expectations of learners. Teachers communicate effectively, ensuring that pupils are clear about the focus of the lesson; they are skilled at developing pupils' ideas and reinforcing positive contributions. For example, in one lesson where children were invited to consider, discuss and share 'special places', the teacher was able to draw together the wealth of ideas and emphasise the impact of love, friendship and family on our feelings about places, which then makes them special to us.
- Subject knowledge is good; a range of approaches are used to make lessons interesting and pacy. Teachers check pupils' understanding in mini plenaries during lessons and invite much discussion to check pupils' development of ideas. Connections with prior learning are clear and coverage is good across the school. Support assistants are an asset in lessons; they are an integral part of classroom learning and are highly efficient in their work.
- Marking acknowledges and praises good work but there is not yet consistent evidence of 'next steps' in workbooks to show learners how to improve. Many year groups used a standardised grid for pupils and teachers to tick statements for evidencing success in pieces of written work, but these are frequently incomplete. An agreed system for marking is therefore an area for development.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good**

- Leaders and managers promote, monitor and evaluate the provision for Religious Education to a good level. Using a team approach, with built-in succession planning, leaders have a clear picture of strengths and weaknesses in the school; the school's self-evaluation of its provision is broadly accurate, and sometimes modestly cautious. Leaders and managers, including governors, now need to further develop systems for monitoring and evaluating Religious Education in order to further improve provision in the strive towards an outstanding judgement.
- Leaders and managers have worked hard since the last inspection to improve the quality of teaching and learning in Religious Education by developing teachers' skills in levelling work and setting challenging targets. Tracking systems have developed and data is sound. The next step is to further develop systems for marking so that pupils are clear about how to make their work better, have regular time to respond to teachers' marking and act upon points for improvement in subsequent work.
- Strong support is provided for staff to ensure that they are confident in teaching Religious Education and that professional development opportunities are maximized. Good use is made of diocesan links and opportunities to work alongside colleagues and the diocesan adviser to develop practice. Relationships and Sex Education (RSE) has been identified by the school as an area to further develop.
- Good links exist between the wider community, outside agencies and the parish, which are held in high esteem. Photos of key people from the local church are visible on display boards, reinforcing this working partnership. Religious Education compared favourably with other core subjects in terms of resources, curriculum time and staffing, clearly meeting the requirements of the Bishops' Conference of England and Wales.

## SCHOOL DETAILS

<b>School Name</b>	St Charles' Catholic Primary School
<b>Unique Reference Number</b>	112902
<b>Local Authority</b>	Derbyshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act (2005) in accordance with the *Evaluation Schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 6 Religious Education lessons and took part in two learning walks. They also observed 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, two governors and the parish priest. Discussions were also held with pupils and staff.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. They also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Martin Rolls
<b>Headteacher:</b>	Mr Stephen Williamson
<b>Date of Previous School Inspection:</b>	12 July 2011
<b>Telephone Number:</b>	01457 852692
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.