



DIOCESAN CANONICAL INSPECTION REPORT

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

St Francis Catholic Primary School

Dalby Road, Melton Mowbray, Leicestershire, LE13 1BP

School URN:	120216
Inspection Date:	30 June 2015
Inspectors:	Mrs Caroline Caille and Mrs Anita Blake

Overall Effectiveness	Previous Inspection:	Outstanding	1
	This Inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Good	2
Religious Education:		Requires Improvement	3

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Francis Catholic Primary School is a good Catholic school.

- The school's Catholic ethos is central to all it does. Its recently reviewed mission statement is lived out by the community.
- The quality of Collective Worship is good. Pupils participate well, sing joyfully and are beginning to take a lead in worship.
- The quality of teaching and the provision of Religious Education requires improvement. There is a lack of consistency in the approach to teaching this subject and the on-going marking and assessment does not always lead to improvements for pupils. Attainment at the end of Key Stages 1 and 2 are below diocesan averages.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Francis Catholic Primary School is an average sized primary school situated in the Leicestershire market town of Melton Mowbray.
- The school takes pupils from the parish of St John the Baptist and St Peter's. The Franciscan Minoresses built the school; the convent chapel is adjacent to the school and is regularly used by them.
- 57% of the pupils currently on roll are baptised Catholic, 30% from other Christian denominations, 3% from other faiths and 9% have no religious affiliation.
- The large majority of pupils are White British. Around 20% of pupils speak English as an additional language – this is close to the national average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of pupils who are supported by additional funding (the pupil premium) is well below national average. There are currently no pupils who are looked after by the local authority.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To improve the quality of teaching in Religious Education so that pupils are inspired to reach higher levels of attainment by:
 - Sharing best practice within the school and the wider community.
 - Introducing and embedding a more creative and imaginative approach to the teaching of Religious Education.
- To improve the consistency of tracking and assessment in Religious Education, particularly in marking; ensuing that teachers' comments lead to improvements in standards by providing pupils with opportunities to respond to these comments and to reflect on their learning.
- To improve the consistency in all aspects of Catholic Life of the school by ensuring that systems of monitoring and evaluation are rigorous and fully embedded at all levels and that the impact of new initiatives is fully evaluated.

As the quality of teaching and learning in Religious Education requires improvement, it is recommended that a monitoring visit (with a focus on Religious Education) should take place within a year of this inspection to assess the progress made on the above targets.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	2
--	---

- 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.

2
2
2

The extent to which pupils contribute to and benefit from the Catholic Life of the school - good

- Pupils appreciate that they belong to the school and recognise its distinctive Catholic nature and its place in the wider community. The mission statement has been recently reviewed; pupils were fully consulted and involved in this process. Pupils are aware of and positively embrace the mission statement to ‘love and learn, pray and play together’ in the way in which they behave and interact in school.
- Behaviour observed during the inspection was excellent. Pupils spoke about rewards and sanctions, they were polite and friendly. They cooperated well both in lessons and in the playground. Pupils spoke enthusiastically about their charity fundraising and are involved in decisions around which charities the school or their class support. Pupils enjoy the opportunities that they are given to take on positions of responsibility, such as the school chaplaincy team and the school council. They understand about using their gifts and talents to serve one another, the school and the wider community.
- Pupils know about key celebrations throughout the liturgical year, with good levels of involvement in diocesan, inter-school and parish events. Pupils demonstrate their commitment to their faith to a good degree through their participation in prayer and worship at school.

The quality of provision for the Catholic Life of the school - good

- The new mission statement fits well with the educational mission of the Church. It is shared throughout the school and is evident in the good relationships between staff and pupils. These positive relationships between staff, pupils and all stakeholders have a positive impact on the work of the school. Staff work well together to develop and enhance the Catholic Life of the school - sharing ideas and experiences. There is a positive atmosphere of support for all staff that is generated by the headteacher and senior leaders. This supportive atmosphere is extended to the work of the governors and parish priest who value the staff and all that they do to enhance the Catholic Life of the school.
- All classes have prayer focus areas which reflect the current topic of the *Come and See* programme, the liturgical calendar and serve as a clear sign of the Catholicity of the school.
- The school has a programme for Relationships and Sex Education (RSE) in place and is currently reviewing this policy with the support of the diocesan advisory service. 'Statements to live by' are used to support Personal, Social and Health Education (PSHE).
- The school has high expectations of behaviour which was evident both during lessons and in the playground. Behaviour policies are rooted in Gospel values and the teaching of the Catholic Church with opportunities for rewards, sanctions and reconciliation for all pupils.

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

- The headteacher, Religious Education subject leader and governors are public witnesses to the mission of the Church. They lead by example and are deeply committed to school and parish life. The headteacher has played a significant role in the life of the parish and has worked hard to encourage families to participate more fully in parish life. Leaders and managers have worked closely with the parish priest to offer a monthly Mass opportunity for families to attend Mass with them. They are witnesses to their faith and provide an example to the children. The development of the Catholic ethos of the school is seen as a core responsibility and one that the headteacher has prioritised since joining the school.
- The monitoring of Catholic Life is in place and impacts on both policy and practice across the school. Leaders have a clear, accurate view of the school's strengths and areas for development and these provide a focus for improvement.
- Parents have a very positive view of the Catholic Life of the school and feel welcome. They are appreciative of the strong sense of community which is evident at the school.
- The governing body holds the headteacher to account; they ensure that the Catholic ethos is central to all school improvement. The headteacher's reports to governors provide an evaluation of the Catholic Life of the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
-----------------------------------	---

• How well pupils respond to and participate in the school's Collective Worship.	2
• The quality of provision for the Collective Worship.	2
• How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.	2

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

- Pupils pray respectfully in a variety of forms; traditional prayer, meditation, personal prayer. They sing joyfully and enthusiastically and to a very good standard. This was evident during the morning whole-school Act of Collective Worship on the day of inspection. Pupils enter and leave the school hall in a respectful and contemplative manner. Some entered the hall singing with obvious enjoyment. They responded positively to adult and child-led aspects of worship.
- Pupil-led liturgy has been introduced into the school and pupils are keen to participate fully and lead this aspect of school life. 'Let us Pray' resources are evident and have been adapted by the pupil chaplains for use in the playground. Children are enthusiastic about liturgy and value its contribution to school life.
- The chaplaincy team are active. The new prayer garden has been developed by the team and children were observed using the resources they have made during break time.

The quality of provision for Collective Worship - good

- Prayer is central to the life of the school and impacts positively on the moral and spiritual development of pupils. In lesson observations, it was evident that prayer and time for reflection are an important part of Religious Education lessons. Pupils enjoy taking opportunities for voluntary or impromptu prayer.
- Pupils and staff have a positive view of Collective Worship and value its contribution to school life. Pupils enjoy singing and some continued joining in with the final hymn at the end of the Act of Collective Worship, all the way back to their classroom. Liturgical themes are consistent with the Church's liturgical year and the Catholic character of the school.
- Pupils are given the opportunity to evaluate Collective Worship and as a result, pupils requested more time for reflection in Acts of Worship; this has been incorporated into whole-school and class-based Acts of Worship.
- Parents of all denominations are welcomed into school Acts of Collective Worship; they speak very positively about these experiences.
- The prayer life of the school is enriched by the Franciscan Sisters from the neighbouring convent who enjoy supporting the work of the school whenever they can.

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

- The recently appointed Religious Education subject leader is highly skilled and committed to the development and enrichment of Collective Worship across the school. She has supported staff in developing a consistent approach to prayer and Collective Worship, raising the profile of this aspect of school life since her appointment in January 2015.
- Staff have also been supported through diocesan and school-based training and professional development.
- Senior leaders regularly lead Collective Worship and act as models of good practice for staff and pupils. They encourage pupils to participate in a variety of ways; in silent contemplation, in formal prayer, through song and drama.
- The Religious Education subject leader and headteacher regularly review Collective Worship and are eager to improve provision further. Views of staff, pupils and parents are sought and responded to.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	3
------------------------------------	----------

- 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.

3
3
3

How well pupils achieve and enjoy their learning in Religious Education – requires improvement

- By the end of Key Stage 2 79% of pupils achieve Level 4 in Religious Education; this is below diocesan averages. Teachers' skills in assessing pupils' work using the *Levels of Attainment in Religious Education* are developing and the Religious Education subject leader has worked with the diocesan RE adviser and other schools to moderate levels. Now teachers need to ensure that this assessment information is used effectively to inform planning in order to accelerate pupils' learning further.
- Whilst pupils say that they enjoy Religious Education, there were significant numbers of pupils who were passive learners in many of the lessons observed during the inspection because teaching did not inspire and enthuse them. Pupils were observed working hard, however, tasks are not always effectively matched to pupils' needs. In some lessons, pupils repeated prior learning.
- Most pupils are not making as much progress as expected given their starting points. Groups of pupils are making variable progress. While pupils are making progress over time the pace of learning requires improvement.

The quality of teaching and assessment in Religious Education – requires improvement

- There are elements of good teaching, with good use made of driver words which aids assessment and progress. This was evident in some teaching and in some pupils' books, however, it is not consistent across the school. The pace of learning in lessons is too slow, as a result - the teaching overall requires improvement. While some teachers have secure subject knowledge, most tasks are not sufficiently challenging in order to meet the needs of pupils effectively.
- 'I can' statements are evident in pupils' books but need to be used more consistently; many were not filled in or in some cases were completed by the staff and not the pupils. As a result, pupils questioned were unsure or unaware of their targets or how to improve their work further. A more consistent approach followed by all teachers must be implemented in order to ensure that all groups of pupils are aware of the next steps in their learning and that they make good progress in their learning.
- The quantity of work in pupils' books and monitoring of class timetables indicates that Religious Education is given sufficient curriculum time as directed by the Bishops' Conference of England and Wales. Presentation, however, is poor and is an area for development. Pupils do not take enough pride in their work, its content and its presentation. Teachers need to ensure that pupils do not spend too long on work that does not develop their skills and understanding in Religious Education sufficiently. Pace in learning must be developed in order to accelerate rates of pupil progress.
- The lack of creativity in the lessons observed has a negative impact on pupil engagement. As a result, limited progress was made during these lessons. Children were well behaved but in some cases were not fully engaged in the learning. However, teaching and learning observed at the end of Key Stage 2 was dynamic and had a positive impact on pupil progress.
- The marking of pupils' work does not consistently highlight next steps in learning. Most pupils were unaware of their targets in Religious Education and were unsure of how to improve their work. Pupil response to marking is limited. Teachers need to offer pupils clear 'next steps' in their learning.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – requires improvement

- Whilst the school's self-evaluation indicates that senior leaders are aware of areas of concern - a rigorous programme of monitoring and evaluation of curriculum Religious Education needs to be implemented in order to improve standards over time. Senior leaders need to hold teachers to account in order to ensure that policies, such as marking and presentation are followed consistently. Monitoring needs to focus on consistency in order to raise standards.
- A new tracking system has been introduced to monitor and evaluate pupils' assessment data in Religious Education but this needs more time to have an impact on standards. The Religious Education subject leader has a good understanding of the *Levels of Attainment in Religious Education* and now needs to ensure that all staff are using pupils' assessment data to inform their planning and teaching.
- Religious Education is clearly viewed as a core subject of the curriculum; pupil progress meetings have recently included Religious Education, however, this good practice needs more time to become fully embedded.
- Senior leaders have ensured that new staff have a planned induction programme including attending diocesan training for teachers new to Catholic schools.

SCHOOL DETAILS

School Name	St. Francis Catholic Primary School
Unique Reference Number	120216
Local Authority	Leicestershire

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 10 Religious Education lessons and 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 parents.

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

Chair of Governors:	Mr Justin Morgan
Headteacher:	Mrs Jo Anderson
Date of Previous School Inspection:	6 July 2009
Telephone Number:	01664 562891
Email Address:	adminteam@st-francis.leics.sch.uk

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	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.
Grade 4	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.