



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Margaret Mary Catholic Primary
School, Carlisle**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: St Margaret Mary Catholic Primary School

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School URN: 112371

Headteacher: Mr Chris Wilkins

Chair of Governors: Mrs Joan Hadley

Lead Inspector: Mrs Jacqueline Hampson

Team Inspector: Mrs Nerissa Nicholas

Date of Inspection: 23rd June 2014

INFORMATION ABOUT THE SCHOOL

St Margaret Mary Catholic Primary School is an average sized primary school in Carlisle, in the Diocese of Lancaster. The school serves the newly-formed parish of The Sacred Heart of Jesus made up of the two churches of St Margaret Mary, Currock and Christ the King, Harraby.

Almost all pupils are of White British heritage, though there has been a recent increase in the proportion of pupils who speak English as an additional language, mainly from Eastern European backgrounds.

The proportion of pupils eligible for free school meals is twice the national average, as is the proportion of pupils with special educational needs.

The number on roll has increased since the last inspection. The percentage of Catholic pupils has also increased since the last inspection.

PUPILS	Y N	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	42	30	30	30	28	28	30	29	247
Catholics on roll	18	15	16	12	11	9	15	8	104
Other Christian denomination	12	8	7	5	5	8	4	8	57
Other faith background		1	1						2
No religious affiliation	12	6	6	12	11	11	11	13	82
No of learners from ethnic groups	4	3	2	2	2	1	1	1	16
Total on SEN Register		3	6	6	3	6	4	10	38
Total with Statements of SEN		1	0	0	1	0	1	0	3

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.29 compared to 0.23 nationally			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Sacred Heart of Jesus	104

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.25	2.25	2.25	2.5	2.5	2.5	2.5	16.5
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	6	6	6	7	7	7	7	46
% of teaching time	26	26	26	28	28	28	28	27

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	6	6	6	6	39
% of teaching time	22	22	22	24	24	24	24	23

STAFFING	
Full-time teachers	10
Part-time teachers	3
Total full-time equivalent (FTE)	11.3
Classroom Support assistants	13
Percentage of Catholic teachers FTE	51%
Number of teachers teaching RE	10
Number of teachers with CCRS or equivalent	6
Number of teachers currently undertaking CCRS	6
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	9
Average class size KS1	30
Average class size KS2	28.75

EXPENDITURE (£)	Last financial year 2012-13	Current financial year 2013-14	Next financial year 2014-15
Total expenditure on teaching and learning resources	£6,000	£6,000	£8,000
RE Curriculum allowance from above	£800	£700	£1,000
English Curriculum allowance from above	£2,500	£5,000	£2,500
Total CPD budget	£8000	£9000	£9000
RE allocation for CPD	£1000	£2800	£2800

How the school has developed since the last inspection

Since the previous inspection, there is a new, experienced headteacher in post. There is a well-established RE subject leader. The parish priest and headteacher have worked well together to ensure exceptional school/parish links.

The creation of a new role in school (home-school link worker) enables staff to work in very close partnership with all families, in particular the most vulnerable.

The school has successfully addressed all priorities for improvement from the last inspection.

Since the last inspection, the number of Catholic children on roll has risen.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

KEY FINDINGS

St Margaret Mary's is an outstanding Catholic school, where the dedication and drive of the headteacher, staff and governors leads to continuous improvement and excellent outcomes for all pupils.

From the moment visitors enter the school, they are aware of the Catholic identity of the school which is very strong. Display is excellent and is a true celebration of the learning experiences and achievements of the pupils, as well as providing evidence of their learning in and enjoyment of curriculum RE.

Pupils have extremely positive attitudes to learning, enjoy coming to school and are very proud of it. They benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, each year pupils work with their peers to draw up their class version of the school's mission statement. They confidently refer to this when discussing their own personal faith. Pupil participation in, and leadership of, the prayer and liturgical life of the school are excellent.

The headteacher ensures that there is a clear, shared vision, understood by all. Leaders and managers speak of 'leading by example' and being true witnesses to Christ. Staff, governors and pupils speak of the sense of 'belonging' they have to this faith community. Governors and school leaders are totally committed to the Church's mission in education. This is at the heart of the success of the school in promoting the fullness of life in Christ for all members of the school community.

Christ is at the centre of the school community. Due to the commitment and drive of the governing body, all staff have completed, or are studying for the Catholic Certificate in Religious Studies (CCRS). As a result, staff are confident in teaching curriculum RE and are authentic witnesses to the Catholic Faith.

Outcomes for pupils are excellent in curriculum RE, with no significant variation between any major groups. All pupils make excellent progress from low starting points and attainment is high. Pupils talk with confidence about their RE lessons and can reflect on their learning.

The headteacher, subject leader and RE governor work with the data analyst employed by the school, to closely monitor pupil progress in RE.

Governors hold leaders to account and pupil progress and self-evaluation in RE are standard agenda items at their meetings.

Teaching is good and often outstanding and is effective in enthusing pupils and ensuring that they learn extremely well. Teachers focus their planning on meeting the needs of all pupils and on raising standards. Marking is of a consistently high quality and helps pupils understand in detail how to improve their work.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to ensure that all staff, including those new to school, are confident in assessing and levelling pupils' work by providing:
 - support for staff in planning for assessment, by the RE subject leader; and
 - further moderation exercises in school.

- Share best practice in curriculum RE across the school, including:
 - extending the use of 'steps to success' across the whole school

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

1

Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic Life of the school.

Pupils regularly lead and take responsibility for shaping activities with a religious character, for example when leading prayer, preparing for Mass, serving on the altar and taking an active part in Mass. Pupils show a good understanding of the liturgical year. They understand the importance of key celebrations throughout the liturgical year and share these with the parish and school community.

During inspection, pupils in Key Stage 2 planned and led an act of worship in class, on the theme of creation. They chose scripture, a hymn and a prayer which enabled their peers to celebrate and reflect on God's creation. They involved their peers, by asking them to bring items representing creation for the focus table. Across the school, during inspection, pupils showed great reverence and respect during times of prayer and reflection.

A group of pupils had requested a place to pray in silence and asked that the sensory room be turned into a chapel in school. This was agreed by staff and the pupils took responsibility for resourcing the chapel. The parish priest provided an altar and led a blessing of the chapel. During inspection, pupils discussed how they go to the chapel 'to think, pray quietly and talk to God.'

Pupils confidently share their beliefs and understanding of their own and others faith. They say that teachers set a good example and that everyone in school tries to 'follow in Jesus' footsteps'. Each year the children review the school's mission statement and write their own class version: They refer to this when speaking about their beliefs.

The school's self-evaluation of the leadership and management of its Catholic Life are outstanding and inspection confirms this.

Governors ensure the Catholic mission of the school is at the heart of all school life. The promotion of Catholic values and principles by leaders and managers is outstanding. Governing Body meetings always begin with a prayer and sometimes follow Mass with parishioners. Gospel values underpin all the work of the Governing Body and guide them in appointing staff, evaluating the work of the school and in ensuring the best possible outcomes for pupils.

Governors are involved in many aspects of the day-to-day life of the school and participate in celebrating the achievements of pupils. For example, the 'U Can Shine' awards, which recognise and reward positive attitudes, relationships, and self-motivation.

The headteacher's passion for this special Catholic community inspires all those who work in school, so that Christ is present in every personal interaction.

Working tirelessly with the RE governor, who is also the parish priest, he ensures an authentic, vibrant experience of belonging to a faith community for pupils and staff. Members of the parish are fulsome in their praise for the pupils. One parishioner wrote, 'It is inspiring to worship with children from St Margaret Mary's at Mass.' Another wrote, 'It is with delight that myself and fellow parishioners look forward to attending Mass on Wednesday mornings due to the energy that the attendance of the pupils brings to the celebration of Mass.'

The headteacher, ably assisted by the parish priest, ensures the spiritual formation of teachers, in order to cultivate the spirituality of their pupils. Governors are committed to preparing teachers for leadership in Catholic education.

The quality of provision for the Catholic Life of the school is outstanding.

The governors are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. As a result, all teaching staff have gained, or are studying for the Catholic Certificate in Religious Studies (CCRS).

Staff speak positively about their CCRS studies and training they have received in school on 'Ethos and Mission'. They say it had deepened their understanding of the faith and helped them to become more aware of their own faith journey.

The appointment of a Home/School Link Worker to the staff has proved an invaluable role in supporting vulnerable pupils of the school. The care and respect shown for the families of these children is outstanding. As a result, these families now engage well in activities in school, the parish and the wider community, including participating in the Catholic Life of the school.

Through the commitment of all those in school to its Catholic mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. They recognise that each of them has a call to Jesus, to do kind and charitable works, helping those in need. Leaders have developed many partnerships which make a positive contribution to the Catholic Life of the school and broaden children's experiences. For example, a link with a school in Leeds, developed through video conferencing and reciprocal visits, has helped pupils to experience other cultures, to share their beliefs and to hear of the beliefs of others.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1

1

1

Inspection confirms the schools judgement that the extent to which pupils enjoy and achieve in RE is outstanding.

Pupils enjoy RE and have extremely positive attitudes towards their learning. They are enthusiastic and are able to remain on task when working independently. During inspection pupils spoke of their enjoyment of learning about the Catholic faith and the religious beliefs of others. A pupil in upper Key Stage 2 used his knowledge of the Apostles' Creed to compare Catholic beliefs with those of other faiths.

Positive support was received from parents before inspection as well as letters from parishioners. A catechist from the parish wrote that pupils being prepared for the sacrament of reconciliation, 'show depth of understanding in RE, drawing on evidence from scripture to support the topic being discussed.'

Standards of attainment in RE show an improving trend across the school over the last three years and are in line with those in English at the end of Key Stage 2. Current data shows this trend will continue. From below average starting points on entry to school, all pupils including boys and girls, Catholics and those other than Catholic and pupils with special educational needs and/or disabilities (SEND), make excellent progress through all three key stages. This is largely due to the quality of teaching.

Monitoring and evaluation procedures of RE are outstanding. Leaders have successfully ensured that very effective monitoring, assessment and tracking systems are in place and are having a positive impact on pupils' learning, progress and standards. They accurately inform areas of both strength and development. Governors use the schools' tracking system to monitor the progress of different groups of pupils and effectively challenge school leaders on any issues, including overcoming barriers to learning.

The RE subject leader provides very good support for staff in the delivery, resourcing and assessment of curriculum RE. Staff value the support they are given and say it gives them confidence in their teaching of RE. The RE subject leader maintains a portfolio of assessed pieces of work which have been moderated by Diocesan colleagues. Leaders recognise the need to develop further the

moderation process within school, to support staff, including those new to school, in assessing and levelling in RE.

The quality of provision in RE is outstanding. Teachers' planning for RE ensures that lessons build on prior learning and meet the needs of all pupils. Teachers start with the RE Curriculum Directory (RECD) and seek to provide pupils with first hand activities and memorable learning experiences. During the inspection, pupils in the Reception class were thrilled to show what they had learned about Noah; they dressed in costumes and re-told the story through dance.

The school deploys support staff very effectively to assist pupils with additional needs and they make a significant contribution to the learning and progress of these pupils. This assistance includes individual and group support largely within classes.

A good range of teaching styles, excellent questioning techniques, clear explanations and well-paced lessons ensure that most pupils maintain their enthusiasm about their learning and make good progress in attainment target one (learning about religion) and attainment target two (learning from religion). In a lesson observed in Key Stage 2, the teacher checked regularly for understanding to monitor pupils' progress throughout the lesson. Pupils were helped to develop their religious vocabulary and guided to use it in their answers. Teachers make excellent use of new technologies across the school providing creative ways for pupils to work towards the learning outcomes. These include making films, using the internet for research and finding creative ways to record learning.

Most teachers use 'steps to success' in their teaching, to break down the learning objectives and enable pupils to make progress in small, quantifiable steps. This is highly effective in helping children to measure their own progress and in enabling much independent work. The headteacher and RE subject leader recognise that this excellent practice should be shared across the whole school.

Marking is exemplary and ensures that pupils know how well they have done as well as what they need to do to improve further.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	1	1	1	1