



# DIOCESE OF Arundel and Brighton

## DENOMINATIONAL (S48) INSPECTION REPORT

St Mary's Star of the Sea Catholic Primary School

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School Unique Reference Number: 114574

<b>Headteacher:</b>	Jane Smith
<b>Chair of Governors:</b>	Linda Dignum
<b>Lead Inspector:</b>	Catherine Walker
<b>Associate Inspector:</b>	Richard McKenzie
<b>Inspection date:</b>	14 <sup>th</sup> July 2015

<b>Overall Effectiveness</b>	Previous Inspection: July 2010	1
	This inspection:	2
<b>Catholic Life:</b>		1
<b>Collective Worship:</b>		1
<b>Religious Education:</b>		2

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary's Star of the Sea is a good Catholic school because:

<ul style="list-style-type: none"> <li>St Mary's is a good Catholic school with many strong features. Parental support is very strong and links within the local community are well established</li> </ul>	<ul style="list-style-type: none"> <li>The quality of collective worship is outstanding.</li> </ul>
<ul style="list-style-type: none"> <li>The Catholic life of the school is outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of religious education is good.</li> </ul>

## St Mary Star of the Sea is not yet outstanding because:

<ul style="list-style-type: none"><li>Teaching is not yet consistently demonstrating enough outstanding elements in lessons across the school.</li></ul>	<ul style="list-style-type: none"><li>Teaching does not facilitate enough opportunities for pupils to lead their own learning and be significantly challenged.</li></ul>
<ul style="list-style-type: none"><li>While leaders and managers monitor the progress of all pupils in religious education, the analysis of the results of this monitoring is not fine grained enough to provide an accurate basis for self-evaluation judgements.</li></ul>	<ul style="list-style-type: none"><li>Self-evaluation based on the monitoring of progress is not yet accurate enough.</li></ul>

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St Mary Star of the Sea Catholic Primary is an average sized primary school with slightly more girls than boys.

The proportion of pupils receiving free school meals is 20%.

Just over half of the pupils have an ethnic minority heritage, much higher than nationally.

Just under a fifth of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care or known to be eligible for free school meals. This is below the national average.

30% of pupils do not have English as their first language.

A significant number of pupils join or leave the school at different times during their primary education. The mobility of pupils in key stage two has been identified by the school as a key vulnerable group.

The school's deprivation indicator is below the national average.

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

- Improve the quality of teaching so that it is consistently good across the school, with an increasing number of lessons being judged to have outstanding elements therefore ensuring all groups of learners are suitably challenged.
- To develop a regular timetable to rigorously monitor and track teaching and learning in religious education.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of 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 is outstanding.**

Pupils respond well to the opportunities the school provides for their personal support and development. Most pupils have an understanding of what it means to have a vocation and the importance of service to others. The Year 5 assembly on stewardship exemplified this. The theme of the assembly was continued during the religious education lessons that followed. Pupils show interest in the religious life of others and show care and respect for the religious artefacts in the school. Pupils show an understanding for the importance of key celebrations in school throughout the liturgical year and with the parish community. Pupils have numerous opportunities to lead, for example in charitable acts and in class liturgies. This is clearly shown by the weekly Year 6 liturgy and the end of topic assemblies.

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

The school's mission statement is central to the whole school community. It is clearly evident throughout the daily lives of all members of the school. All members of the community are highly caring towards one another and pastoral support is strong at all levels including that provided by the Governing Body. The distinctive Catholic nature of the school is explicit throughout the learning environment and the many outward signs of faith are cherished and kept special. Carefully planned pastoral support for pupils exists at all levels and key support is provided for those who need it through the 'Rainbows' programme and family support from the inclusive learning tutor. The school's mission statement is central to the whole school community, and is rooted in Gospel values. The class charters clearly outline the entitlement of everyone in the school to love and respect. These are also central to the school's behaviour policy. Pupil's behaviour is exemplary. Pupils are confident, respectful and well mannered to all members of the school community.

The school regularly communicates high expectations of behaviour to all its pupils. The school behaviour policy embraces Gospel values and the teaching of the Catholic church. The school demonstrates the importance of personal responsibility and the need to encourage healing and reconciliation.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

An inspirational subject leader and the highly committed head teacher, deputy head and governors live out the ethos of the school and are nourished by their own faith and the spirituality of the entire school community. The school's leadership is deeply committed to the Church's mission in education. The development and sustenance of an authentic Catholic ethos is viewed as a core leadership responsibility. Planning for improvements to the Catholic life of the school involves key stakeholders in tackling key areas for development systematically and building on areas of strength. Consequently pupils are able to articulate the school's distinctive mission with understanding and appreciation.

## COLLECTIVE WORSHIP AND PRAYER LIFE

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

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### **How well pupils respond to and participate in the school's Collective Worship is outstanding**

All religious education lessons include a time for prayer as a means of emphasising how learning impacts on personal spirituality. Even the youngest pupils appear comfortable praying with each other. A range of different approaches and strong cross-curricular links with ICT, art and drama allow pupils of all abilities to take part.

During whole school collective worship led by Year 5 pupils, both young and old were thoroughly engaged throughout. Their response was exuberant as they sang and signed, yet calm when they prayed together as a school community. The staff all bore witness to their faith by being excellent role models as they joined in the celebration. Liturgical provision is good, with pupils attending church regularly for the celebration of Mass and for services during Advent and Lent. The parish priest supports the prayer life of the school and the pupils' spiritual development by his regular involvement in a range of activities. During pupil discussions, pupils spoke enthusiastically and with high regard for the parish priest's involvement in supporting the school. Spirituality is encouraged across the curriculum. Pupils are encouraged to contemplate their own spiritual journey and to see God in the world around them. Pupils create their own prayers and demonstrate confidence and ability in helping to plan their assemblies, supported by the strong framework of worship provided by the school.

### **The quality of provision for Collective Worship is outstanding.**

Daily prayers, prayer assemblies for parents, weekly liturgies, headteacher's assembly and staff prayer gatherings ensure that worship is central in the life of the school and an inspiration for the whole community. Collective worship is given the highest possible priority in terms of planning and resourcing; as a result experiences of collective worship are of such a high quality that every member of the community, both parents and staff, universally cherishes them.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

Acts of collective worship are monitored to ensure they are stimulating and challenging enough to secure pupils' interest and participation. Leaders ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding as a staff training priority. As leaders of collective worship they are models of outstanding practice for staff and pupils. Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time is devoted to it.

# RELIGIOUS EDUCATION

## THE QUALITY OF RELIGIOUS EDUCATION

- 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 is good**

Pupils enjoy their religious education and can explain its value. One pupil reinforced this view by saying, “We love RE because every lesson is different. We do drama, dance, write prayers and listen to one and other’s opinions.” Pupils are keen to do well and apply themselves diligently in lessons and work at a good pace. Religious literacy across the school is a strength. Although behaviour for learning is generally good, teaching is still far too didactic. Pupils would benefit by being given further opportunities to lead their own learning.

Marking is beginning to provide opportunities for pupils to respond to teachers’ questions. Teachers are now concentrating on the next steps in pupils’ learning and this is starting to impact on pupil progress. Further development with differentiation is now needed to ensure greater consistency across all year groups. Presentation is superb and it is clearly evident that pupils value their religious education books.

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

Teaching is generally good because high quality relationships and excellent class management allow pupils to make good progress in a supportive learning environment. Teachers are keen, professional and enthusiastic in their approach to religious education. Staff would benefit from observing teaching in a range of settings outside the school to develop their own practice. This would further support staff understanding of the key elements of outstanding teaching. In lessons observed all classes made good use of talk partners to stimulate ideas.

Support staff play an important role in religious education by helping those pupils who find it difficult academically, socially or emotionally to fully participate in a range of activities.

Where outstanding teaching was observed pupils demonstrated greater independence in their learning and were able to apply their thinking skills. Pupils concentrated very well and when they were engaged in independent activities they were rarely off-task. Skilful questioning challenged pupils’ understanding and teachers demonstrated high expectations of all groups of learners.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good**

The religious education leader plays a strategic role in the continuing development of the subject through her thorough knowledge of teaching and learning across the school and through well-paced strategic planning. She monitors provision carefully, measuring the impact of teaching on pupils' learning.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

### Catholic Life

1

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

1

The quality of provision for the Catholic Life of the school

1

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

1

### Collective Worship and Prayer Life

1

How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

1

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

### Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2