

# DIOCESE OF MIDDLESBROUGH

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



**School:** St. Charles V.A. R.C. Primary

**Address:** Norfolk St.  
Hull  
HU2 9AA

**URN:** 118048  
**Head of School:** Mrs. Maureen Hulme

**Chair:** Canon Michael Loughlin

**Date:** 12<sup>th</sup> and 13<sup>th</sup> July 2015  
**Inspector:** Mrs. Margaret Swinhoe  
Mrs. Karen Seidle (Inspector-in-training)

**Date & Grade of Last Inspection:** 3<sup>rd</sup> and 4<sup>th</sup> July 2013  
**Grade:** Requires Improvement

**Overall Grade for this Inspection:** Requires Improvement

A Report from:  
The Diocese of Middlesbrough Schools' Service  
Section 48 Inspection Team  
50a The Avenue  
Linthorpe  
Middlesbrough TS5 6QT

## 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 Religious Inspectors and Advisers.

### 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	Requires Improvement	These features, though of adequate quality, require improvement to be good.
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.

© 2009 copyright – Diocese of Middlesbrough. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated. Further copies of this report are obtainable from the school.

## INFORMATION ABOUT THE SCHOOL

St. Charles' R.C. school is an average-sized primary school, located in the centre of Hull. It serves the parish of St. Charles, although pupils travel from parishes across west Hull. 62% of pupils are baptised Roman Catholics, with 60% baptised Roman Catholic teachers. The percentage of pupils who are disabled and those who have special educational needs is approximately 11%. The percentage of pupils eligible for free-school meals is broadly in line with national average. Approximately 60% of pupils have English as an additional language which is well above the national average. There have been significant staff changes since the previous Inspection and 50% of class-teachers have joined the school since February 2014.

## INFORMATION ABOUT THE INSPECTION

- The inspection was undertaken by the Lead Inspector with an Inspector-in training.
- All teachers were observed teaching all or part of a Religious Education lesson, at least once. One of these observations was undertaken jointly with the Headteacher and Lead Inspector.
- Inspectors looked at a range of documentation including: pupils' Religious Education work-books; data and assessment materials; development and action plans; self-evaluation document; school portfolios.
- Inspectors observed pupils' behaviour at various times of the school day including: class-changes; lunch-time; in lessons, during whole-school Acts of

Collective Worship; play-time. Displays and sacred-spaces in class-rooms and around the school were also scrutinised.

- Meetings took place with the Headteacher/R.E. Leader, Governors, Parish Priest, Senior Leadership Team, a group of pupils, a group of parents, and the Chaplaincy Co-ordinator.

### **Pupil Catchment:**

Number of pupils on roll: 247 (including Nursery)

Planned Admission Number of Pupils: 30

Percentage of pupils baptised RC: 59%

Percentage of pupils from other Christian Denominations: 25%

Percentage of pupils from other World Faiths: 7%

Percentage of pupils with no religious affiliation: 9%

Percentage of pupils with special needs: 11%

### **Teaching Staff:**

Full-time Teachers: 11

Part-time Teachers: 1

Percentage of Catholic Teachers: 58%

### **Support Staff:**

Full-time Classroom Support Staff: 13

Part-time Classroom Support Staff: 2

Percentage of Catholic Classroom Support Staff: 46%

Percentage of teachers with CCRS: 4 teachers currently attending training

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

**Parishes served by the School:** St Charles Borromeo, West Hull parishes

# 1. OVERALL EFFECTIVENESS

3

## MAIN FINDINGS

St. Charles' is a school where provision for Catholic education, leadership and management and the development of Religious Education all require improvement for them to be good. Outcomes for pupils have improved and are now judged to be good overall, but particularly in relation to Catholic life and Worship. Teaching is not yet consistently good. The Headteacher, senior leadership team and Governors are totally committed to the school's mission in education and in improving outcomes for pupils. The Headteacher has worked hard to raise attainment for pupils and to improve the quality of teaching at St. Charles. She has introduced a variety of monitoring procedures, performance targets, and policies in order to achieve this. The full impact of these measures has yet to be realised and more time is needed for them to be fully embedded. All leaders, managers and Governors must monitor all aspects of school life more stringently. Progress and attainment remains broadly average but too few pupils reach the higher levels. Self-evaluation is accurate in the majority of respects, as judged by the inspection.

There have been a lot of changes to staffing since the Headteacher was appointed two years ago. Teachers show enthusiasm and have a thirst to improve their skills for the benefit of the pupils. There is great potential for St. Charles to now rapidly improve with a stable and enthusiastic team, working together. The support staff are a great asset to the school. They demonstrate skill and sensitivity in their work with pupils who need extra support. All pupils recognise the importance of the support staff and show respect and courtesy towards them.

St. Charles is a warm, welcoming school. Pupils present themselves well, showing courtesy and kindness towards one another. Parents expressed their support for the school and their appreciation of the care given to their children by the Headteacher and all members of school staff. They feel very welcome into St. Charles and know that their concerns are listened to and dealt with promptly. Pupils said that they feel safe in school and they knew the consequences and expectations of their behaviour. Most pupils said that they worked quite hard and enjoyed being at school.

Prayer and Catholic life are central to the ethos of the school. The Chaplaincy Co-ordinator is well known to pupils and staff, and he has been instrumental in enabling pupils to plan, prepare and lead their own acts of Collective worship. He has plans to develop this further by using more varied forms of prayer styles and encouraging pupils to be more creative in their planning. He is also determined to develop further the spiritual life of the school for adults and pupils, but plans have yet to be implemented. Sacred spaces throughout school are well maintained by the pupils. The internal environment is orderly and of a Catholic nature, but some outside spaces could be used more imaginatively and used to promote learning and prayer forms.

## **What the school needs to do to improve further:**

Improve the quality of teaching and raise attainment in Religious Education by:

- providing all staff with sufficient detail during feed-back from regular lesson-observations so that they know how to improve a lesson, or sequence of lessons
- observing teaching of Religious Education lessons in outstanding schools
- setting consistently high expectations about the quality and quantity of work that the pupils are required to produce in each Religious Education lesson
- ensuring that the marking policy is consistently applied in every classroom
- maintaining pace during every Religious Education lesson
- using 'driver-words' to focus pupils' learning
- making sure that all pupils, but particularly the more able, move on to more challenging work once they have shown that they understand the task they have been given

Strengthen leadership and management of Religious Education by:

- putting a rigorous, focussed, termly monitoring time-table in place to include lesson observations, work scrutiny, pupil interviews, learning walks, analysis of data and assessments, so that all staff are clear about the school's expectations
- ensuring that all basic policies (spelling, handwriting, presentation, R.E. and Literacy targets etc.) are in place and consistently applied in every classroom
- giving immediate and detailed feed-back to teachers after each monitoring procedure, so that teachers know how to improve their teaching
- follow-up all monitoring procedures quickly so that leaders and teachers can evaluate the impact of the advice given
- increasing teacher subject knowledge in Religious Education by ensuring that all staff attend all appropriate training and time is given prior to each new topic for staff to discuss and share learning objectives and activities
- ensuring that all leaders, including Governors, understand and question closely, all monitoring procedures in Religious Education
- time-tabling regular school visits by Governors, with a clear focus, and Governors reporting back their findings to the Governing Body

## 2. PUPILS

2

### **How good outcomes are for pupils, taking into account variations between groups.**

Pupils take on responsibilities and participate constructively in the Catholic life at St. Charles, including evaluating the Mission Statement and Catholic life of the school. They have a clear understanding of the importance of religious beliefs to many people. This was demonstrated by the support which pupils gave to a fellow-pupil who had honoured Ramadan, and to those who attend the Polish church. In discussion, pupils were very clear about the importance of spiritual and religious beliefs, both at school and at home. Pupils expressed a sincere recognition of their willingness and need to forgive and be forgiven. This is demonstrated by all adults in the school and contributes greatly to the harmony of the school.

Older pupils set an extremely good example to the rest of the school. Pupils are courteous and kind towards one another. Pupils of all ages show a very good understanding of right and wrong. Pupils expressed their desire to help those less fortunate than themselves. They perceived it as a responsibility to raise funds and offer prayers for others in need. This is part of the ethos of St. Charles which all staff and Governors continually support and encourage.

Standards achieved in the final key-stages in Religious Education are broadly average, particularly in knowledge and understanding (AT1). More time is needed for pupils, particularly the more able, to extend their knowledge and skills once they have grasped the main objective of the lesson. Insufficient time is planned for pupils to discuss and begin to reflect on what they have learned and it's meaning in their own lives (AT2). However, some good work was seen in recent work by Year 6 pupils on sustainability and climate change when they explored the impact that individuals can have on the wider world. They understood their responsibility to care for God's creation. Most pupils express enjoyment in their Religious Education lessons. Attainment in the Early Years is good, due to consistent good teaching and effective use of assessment data. Targeted support for pupils with English as an additional language and for those with special education needs is effective, although there is a still a gap in attainment. All pupils appreciate the sensitive and skilful work given by the teaching assistants.

Progress in Religion Education lessons is not yet consistent throughout the school. This is due to the variation in the quality of teaching. Pupils are not secure in articulating how to improve their work and sometimes in understanding the learning intention of the lesson. When asked how they could improve their work, most pupils described the task they had been given or improving secretarial skills. 'Driver words', underpinned by effective staff training, is not yet embedded across the school and this is impeding progress. Behaviour in the majority of lessons is good and pupils respond well to all adults in the room. A range of teaching strategies is used across school, which increases pupils' enjoyment. Personal research into scripture was not a feature in lessons, and this hinders pupils from attaining higher levels of attainment.

Pupils act with reverence and enjoyment during acts of Collective Worship, both in their classrooms and in whole-school gatherings. They understand religious seasons, and are becoming skilled in the use of scripture and religious artifacts. Pupils in all

classes are involved in planning and leading acts of Collective Worship, and there are plans by the Chaplaincy Co-ordinator for this to be further developed into various forms of prayer. Pupils understand all key celebrations throughout the liturgical year and in the parish community. Pupils sing joyfully and can reflect in silence. The use of the 'Statements of Belief' is embedded throughout the school and in the parish.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	<b>2</b>
• How well pupils achieve and enjoy their learning in Religious Education	<b>3</b>
• How well do pupils respond to and participate in the schools' Collective Worship	<b>2</b>

### 3. PROVISION

3

#### How effective the provision is for Catholic education

Although teaching across the school is good in some respects with little inadequate teaching, a lack of consistency in the quality of teaching and purposeful learning results in teaching and learning requiring improvement. Teachers try hard to make their lessons interesting and most pupils respond well. Behaviour is generally good in lessons. Most pupils make progress in line with their capabilities and some pupils exceed expectations, particularly those with English as an additional language. A lack of teachers' subject knowledge in the Religious Education curriculum and levels of attainment is apparent in some classes. This, combined with lack of rigour in monitoring of planning and teaching, contributes to slow progress in some classes. Planning is not always geared to pupil's previous learning.

In the best of lessons, questioning is used to extend pupil's thinking and pupils are given time to reflect on what they are learning. However, constructive questioning is not apparent in most lessons and misconceptions are not always corrected. Teachers showed great resilience and desire to improve their performance when given feedback by Inspectors. However, immediate, detailed and constructive feedback is not a regular feature of the school's monitoring procedures. Teachers expressed a desire to access all training. When rigorous monitoring, high-quality feedback and training is secure, there are strong indications for rapid improvements in teaching, with consequent improvement in attainment.

Quality and content of lessons is not always consistently good and basic policies are not always followed. The handwriting and presentation policies, for example, have been implemented and this has resulted in some improvements. Again, lack of rigorous monitoring has resulted in these variations. Marking is also variable across the school and pupils are often not clear about how to improve their work. Variations in the quality of dialogue that take place between teachers and pupils in different classes contributes to the variations in the progress pupils make in RE throughout the school.

The Headteacher and senior leaders have worked hard to improve teaching and raise attainment but the full impact of this work has yet to be seen and more time is needed for these changes to become embedded. This may be due to frequent changes of staff and the long-term absence of the Religious Education Leader, during which time changes had to be introduced to cover her absence. The recent introduction of teacher – journals should show their impact in the coming term, as teachers now have a written record of the areas where improvements are needed.

All statutory requirements are met. There are a number of extra-curricular activities which many pupils enjoy. A link has been made with a local diocesan school and a number of visits have taken place. The impact of this partnership has yet to be measured, but all leaders and Governors expressed their appreciation of the support given.

The school provides opportunities for pupils to develop spiritually through Acts of Collective Worship. All classes now have very regular acts of Collective Worship



which are prepared and led by pupils. The prayer styles are usually formulaic but a range of prayer styles are beginning to be introduced across the school, guided by the Chaplaincy Co-ordinator. Staff are enthusiastic to extend their skills for the benefit of the school community. Parents are encouraged to attend class liturgies and events. Parents expressed their appreciation of this. Parents and parishioners also expressed their appreciation of the open communication which the Headteacher and her staff maintain with them. Parents enjoy receiving the weekly 'Wednesday Word', based on the Gospel of the week. Opportunities for formal and informal prayer are in place, and time-tabled across the Church's year. The Chaplaincy Co-ordinator has plans to develop this further with both pupils and staff. He also plans to introduce activities to develop the spiritual life of the staff, but these have yet to be implemented. Pupils are engaged and responsive during acts of Collective worship.

Catholic life clearly has a high priority at St. Charles, and this is reflected in the learning environment, particularly internally. Sacred spaces are well-cared for in all class-rooms and communal areas. Sacred spaces are changed appropriately by the pupils who take this responsibility very seriously. Pupils and staff have high standards of ethical and moral behaviour. This is sometimes expressed through the creative curriculum as for example in the project in upper key-stage two on sustainability. Pupils in this class understood their responsibility to care for the earth as God's creation. Pupils are able to articulate clearly the need to act fairly and courteously towards one another, based on the teachings of Christ. Pupils understand the consequences of their behaviours and are very happy with the school rules. They expressed their appreciation of how they are treated by all adults in the school, and were very appreciative of the visits made by the Parish Priest and Governors. There is a harmony within the school community, expressed by pupils, parents, staff and governors. This is clearly based on mutual respect and the acceptance of everyone as unique individuals.

<ul style="list-style-type: none"> <li>• The quality of teaching and how purposeful learning is in Religious Education</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• The extent to which the Religious Education curriculum promotes pupils' learning</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• The quality of Collective Worship provided by the school</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• The quality of provision for the Catholic life of the school</li> </ul>	<b>2</b>

## 4. LEADERS, MANAGERS AND GOVERNORS

3

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

Leaders, managers and Governors are totally committed to the Church's mission in education. Governors ensure that all canonical responsibilities are carried out. Governors, particularly the Chair and Vice-chair, are known to the pupils and are regular visitors to the school. Governors are attached to classes and, where possible, support the class in school visits, class Masses and individual reading. This gives these governors an insight into the workings of the school and the impact of some of the measures which the Headteacher has undertaken. They are aware, for example, that all classes now plan and prepare their own acts of Collective Worship and that classes support the wider world in fund-raising activities. Governors are able to comment on the behaviour and attitude of pupils in Religious Education lessons and liturgies and their general behaviours around school. All governors have been heavily involved in reviewing the Mission Statement, for which they received training from the Diocesan Religious Education Advisor. The spiritual and moral development of pupils is given the highest priority by all leaders, managers and governors.

Governors are aware of the socio-economic factors related to the school population and show determination to give all pupils the best start in life. Governors have become increasingly aware of the strengths and need for development at St. Charles through their visits to the school. However, they are less confident in their knowledge about attainment and progress of pupils and groups of pupils in Religious Education. Governors rely too much on the guidance given by the Headteacher and Senior Leaders. There is a lack of focus and probing questioning by governors. Unforeseen changes in staffing has meant interruptions to the time-line agreed in the action plans. Consequently, more time is needed to implement these plans. The school has evaluated itself accurately against the majority of the findings in inspection.

Leaders and managers are actively involved in forming partnerships within the Hull Catholic family of schools and a community school. Leaders are not clear about the purpose of these partnerships. Without this clarity of purpose it is difficult to evaluate the impact these partnerships have made, but all leaders expressed their appreciation of the support they have given to the school.

<ul style="list-style-type: none"><li>• How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils</li></ul>	<b>2</b>
<ul style="list-style-type: none"><li>• How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li></ul>	<b>3</b>