



Archdiocese of Birmingham

Section 48 Inspection

ST CHAD'S CATHOLIC PRIMARY SCHOOL

Part of the St John Bosco Multi-Academy Company

Catholic Lane, Sedgley, West Midlands, DY3 3UE

Inspection date 25th - 26th May 2016
Reporting Inspector Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Academy
Age range of pupils	4-11 years
Number on roll	205
Appropriate authority	Board of Directors
Chair of Governors	Mrs Mary Ward
Telephone number	01384 818721
E-mail address	info@st-chads.dudley.sch.uk
Date of previous inspection	May 2011
DFE School Number	332/3304
Unique Reference Number	140144

Headteacher Mrs Sharon Mason

Previous inspection: 2

This inspection: 1

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across 4 RE lessons to evaluate the quality of teaching, learning and assessment. All of these lessons were observed jointly with the headteacher.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, the headteacher, the subject leader and the parish priest.
- The inspector attended a whole school Mass, a whole school collective worship, two class prayer services, and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self evaluation, data about pupils' achievement and progress, RAISEonline, the development plan including the subject leader's 3 year action plan, teachers' planning, and learning journals.

Information about the school

- St Chad's is a one class entry Catholic primary school. It serves the parishes of St Chad's and All Saints, Sedgley and St Peter and English Martyrs, Lower Gornal. It is part of the St John Bosco Multi Academy Company.
- The number of pupils from ethnic minority groups is below the national average. Very few pupils are believed to have English as a second language.
- The number of Catholic pupils is currently 78% though it is slowly declining.
- The number of pupils known to be eligible for free school meals is well below the national average. The school deprivation indicator is below the national figure.
- There is below national average number of pupils in receipt of Special Educational Needs support and also below average for pupils with SEN statement or EHC plan.
- Most pupils come into school with average expectations but attainment on entry in relation to Catholic life and RE is low.
- Since the last inspection the school has become an Academy. The subject leader has also been appointed to her role since the last inspection.

Main Findings

- St Chad's rightly judges its worship and how well pupils contribute to and benefit from the Catholic life to be outstanding. Pupils and their families benefit from the outstanding leadership of the Catholic life and the teaching and learning in RE led by the headteacher and senior leadership team.
- This is a stable staff where teaching is never less than good with much outstanding teaching. They consider the effectiveness of the curriculum in promoting children's learning to be outstanding. This decision is backed by detailed assessments and record keeping.

- The subject leader provides excellent leadership for the planning and development of the Catholic life and religious education. The appointment of the subject leader was made to raise the status of RE within the school. To this end it has been a very successful appointment. The areas of concern at the time of the last inspection have all been addressed. The school has not been complacent and there is a programme to further develop liturgy with pupils' greater involvement in the planning and development.
- The school's academy committee (governors) is committed and proud of the school. The link governor for RE and the priest are regular visitors to the school. They work closely with the subject leader, take a monitoring role, have a clear understanding of the RE curriculum and the Catholic life of the school, challenge the leadership, and hold the school to account and report to the governors. There are excellent relationships with the parishes.

THE CATHOLIC LIFE OF THE SCHOOL

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

- Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities in the school.
- Pupils take pleasure in the achievements of others, are polite and show thanks, they forgive others and have a readiness to celebrate life.
- The pupils' behaviour in class and around the school is excellent. The school's approach to behaviour management is intrinsically linked to the gospel teaching of Truth, Honesty, Justice and Forgiveness which is reflected in each school house having one of the values. Pupils are encouraged to use these values in their daily lives.
- Pupils clearly appreciate, and participate in evaluating the Catholic life and mission of the school.
- There is a clear development of pupils' knowledge and understanding of right and wrong. The older pupils are able to reflect on how religious beliefs inform, influence and inspire themselves and others in their lives.
- Pupils contribute well in all that is asked of them for collective worship and liturgy.
- Pupils consider the needs of others locally and worldwide and are generous in their support.
- Pupils benefit from the school being situated next to the church and feel that they are an integral and active part of the parish. They work well as part of the Catholic and local community.

The quality of provision for the Catholic life

- The provision for Catholic life is outstanding. The school puts high value on pupils' faith development. There is a coherent sense of mission and purpose.
- There is a palpable Catholic ethos. The leaders engender a strong sense of community thus enabling pupils to feel safe, cared for, respected and valued.
- Pupils are treated with respect and they in turn show respect for other pupils as created equal. This is a caring nurturing Catholic school community.

- The governors and senior leadership team all work together to secure outstanding guidance and support for pupils thus enabling high quality provision for Catholic life.
- There is a clear understanding of what is involved in being a Catholic school amongst staff, pupils, governors and parents. Christ is clearly at the centre of all they do.
- There is good staff induction and in-service training to ensure all staff can promote the Catholic life of the school community.
- The staff receive professional development in RE and developing the Catholic life both externally and led by the subject leader to ensure high quality provision.

How well pupils respond to and participate in the school's collective worship

- Pupils participate extremely well in the differing daily acts of collective worship and differing liturgies.
- Responses during the Mass were exemplary.
- Opportunities for the pupils to plan and lead worship are limited. This is a key development point for the school to further the skills of the pupils.
- Collective worship is well prepared, a sharing of faith and this contributes very well to the spiritual and moral development of pupils.
- Pupils have a developing knowledge of the traditional prayers of the Church and write and say their own.

The quality of the school's provision of collective worship

- Collective worship is an integral part of the school day.
- The acts of worship in the school reflect the Catholic character of the school.
- Varying methods and styles of prayer are used to meet the needs of the pupils with some exemplary class prayer.
- Pupils have a very good knowledge of the traditional prayers of the Church and are exposed to traditional liturgies about which pupils talked with enthusiasm.
- Staff are skilled at leading worship. Staff new to the school or of a different faith are well supported by the subject leader to enable them to lead school or class prayer.

Leaders and Managers

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

- Leaders are outstanding in the way they promote the Catholic life in the local community and within the school so effectively. Senior leaders have a strong commitment to the Catholicity of the school.
- The Catholic life of the school is central to all self evaluation. Every aspect of monitoring and evaluation that takes place has the Catholic nature at its heart.
- Collective worship and the Catholic life in the school's self evaluation is now stated as outstanding which inspection judges to be correct. The headteacher is well supported by the excellent subject leader. There is a clear 3 year development programme which is monitored regularly. It lacks detailed timescales but the subject

leader has careful records of progress, success criteria and what must be included in the future planning.

- The Catholic life of the school is very strong. There are structured and systematic processes in place for self-evaluation involving pupils, parents and staff which clearly show the management the position and how the school is striving for improvement. The impact of which is shown in the overall improvement and future planning
- The governors have a strong commitment to the Catholicity of the school, are fully committed, well informed and closely involved with the school and ensure that the ethos and the Catholic life of the school and worship provide the best opportunities for the pupils. The link governor and the parish priest as a governor support the monitoring and evaluation and impact of Catholic life. Regular oral reports are given to the governors who give the highest priority to monitoring and evaluating the Catholic life of the school.

How well leaders and managers monitor and evaluate provision for collective worship and implement any necessary improvements

- Formal monitoring of collective worship is a feature of the annual monitoring schedules.
- Governors are well informed and monitor and evaluate provision for collective worship and challenge the leadership.
- The governors and teaching staff understand that there is limited pupil planning and the leading of liturgies. Planning is in place to introduce the role of liturgy leaders. This planning is linked to the MAC. The aim is to enable children to plan and lead appropriate liturgies to ensure greater pupil participation in collective worship.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- On entry, knowledge of the Faith is very limited, but by the end of Year 2 pupils have reached levels expected by the diocese. Pupils make good progress in their learning in Key Stage 2. By Year 6 knowledge and understanding and independent thought is being well developed with most pupils achieving above expectation and enjoying their learning in RE.
- Significant groups, boys, girls, SEND, EAL and disadvantaged pupils all make good progress due to the quality of teaching, differentiation in teaching, and extra support deployed effectively.

The quality of teaching and assessment in Religious Education

- Pupils make excellent progress and most achieve high standards from a low starting point. This has been achieved as a result of good and often outstanding teaching, careful analysis and use of performance data and attainment records through the school.
- Teachers provide good feedback on work and ensure RE matches expectations in English. Books are monitored regularly to ensure that pupils are achieving the required standards and the curriculum coverage is appropriate.

- In all classes including Reception there is a good spread of work in books and folders as a result of different styles of teaching and differing ways of presenting work.
- Work is often planned to meet the differing needs of the pupils.
- Marking of pupils' work is appropriate and regularly developmental.
- Relationships and behaviour are excellent in all classes so that pupils are able to enjoy their teaching in RE and working with each other. Noticeably in the best lessons the quality of questioning supported the very good learning and pupil's interest.
- By Years 5 and 6, pupils are beginning to develop insights into feelings, experience, attitudes, values and beliefs which are different from their own. They have benefitted from the excellent teaching in preparation for the Sacrament of Confirmation. They are aware of the demands of religious commitment and vocation in everyday life.

The effectiveness of the curriculum in RE in promoting pupils' learning

- Generally teachers have an excellent subject knowledge which inspires pupils and builds their understanding and are able to get support as necessary from the subject leader.
- Pupils as they move through the school develop as independent learners and teaching encourages investigation and reflection and develops appropriate skills and attitudes. .
- The subject leader works closely with staff to identify the progress of different groups within classes and initiates action to bridge those gaps which they found.
- The curriculum is well planned, broad and balanced and based on the diocesan strategy. It develops the pupils' understanding of their Catholic identity. The curriculum develops the children's understanding of the worldwide church. The school encourages respect for people with differing religious beliefs through a rolling programme of teaching on other faiths with appropriate visits which include visiting places of worship. Teaching in PSHE, family life and sex education and the use of SEAL (social and emotional aspects of learning) broaden the RE curriculum. The curriculum meets the pupils' differing needs and challenges their thinking.
- Through the RE curriculum pupils develop further their skills with their written work, ICT skills, art, drama and music
- The quality of religious education is very good overall with many outstanding features. As a result pupils are developing a very good level of religious literacy from which they can build moral reasoning. The school has strong capacity to maintain and build on its provision

SPIRITUAL, MORAL AND VOCATIONAL DEVELOPMENT

The effectiveness of the whole school curriculum in developing pupils spiritually, morally, and in their understanding of vocation

- The whole school curriculum is very effective in developing pupils spiritually and morally and in their understanding of vocation as there are links between the learning in other subjects and RE.

- Pupils develop a good understanding of vocation. To ensure greater impact the school is adding spiritual, moral, vocational, spiritual and cultural to the planning sheets to enable more vigorous monitoring.

The quality of provision for pupils' development of Catholic Christian values

- The quality of provision for pupil's development of Catholic Christian values is excellent.
- Catholic Christian values are intrinsic to the school. They form the basis for all members of this school community.
- Pupils are able to see how the values are applied across the school and how they are applied in life.
- The Catholic Christian values of trust, honesty, justice and forgiveness are consistent and excellent relations exist within the whole school community.

Recommendations

The school should:

- Provide greater opportunities for pupils to take responsibility for participating in, planning, and leading collective worship.