



**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St. Pius Xth RC Primary School

Address: Thornfield Road, The Grove, Consett,
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School URN: 114249

Headteacher: Mrs Joanne Cruise

Chair of Governors: Mrs Anne Warnaby

Inspector: Mrs Christine Ingle

Date of Inspection: 20 and 21 May 2009

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham, Bishop of Hexham and Newcastle, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). 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 Advisers and Inspectors.

Characteristics of the school and views of the stakeholders.

St Pius Xth is a very small Roman Catholic primary school in Consett. The school serves an area of high social and economic disadvantage. An above average percentage of children are eligible for free school meals and the school has a well above average number of pupils with Special Educational Needs which includes an above average number of pupils with Statements of Educational Need. All pupils are of White British heritage and approximately one third of pupils join the school other than in Reception. The school is arranged in three mixed age classes. The school is held in high regard by governors, parents and the local community.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 76

Percentage of pupils baptised RC: 91%

Percentage of pupils from other Christian denominations: 9%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 0%

Percentage of pupils from ethnic groups: 0%

Percentage of pupils with special needs: 51%

Staffing:

Number of full time teachers: 4

Number of part time teachers: 0

Percentage of Catholic teachers: 75%

Percentage of teachers with CCRS: 75%

Percentage of learning time given to RE:

FS 10% Yr 4 10 %

Yr 1 10% Yr 5 10%

Yr 2 10% Yr 6 10%

Yr 3 10%

Parishes served by the school:

St Pius Xth, Moorside

St Patrick's, Consett

All Saint's, Lanchester

St Mary's, Blackhill

Key for inspection grades:Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall Effectiveness

Grade: 2

St Pius Xth is a good Catholic school. It is a very welcoming community where all are valued as unique individuals. The promotion and development of the Catholic life of the school is given a high priority by all staff and governors. This is clearly demonstrated by the atmosphere of respect and the good relationships the pupils show when working together. The quality of Collective Worship is good and the school leaders ensure it is age appropriate. The school makes a good contribution to the promotion of community cohesion. The provision for Curriculum Religious Education is good. Teaching is good and the pupils enjoy their learning and reach satisfactory standards. The curriculum is well matched to the needs of the pupils. The leadership and management of Religious Education is good.

Improvements since last inspection

There has been good improvement since the last inspection. The balance of curriculum time has been adjusted and now reaches 10%. There are plans in place to ensure this time will include some lessons of longer length. An assessment system is well established and there are regular moderation exercises to ensure assessment is accurate. There is a pupil tracking system. Standards are rising.

School's capacity to improve further

Grade: 2

The school's capacity to improve further is good. There is accurate self evaluation, assessment and a detailed development plan with clearly identified actions that are to be implemented.

In order to raise standards further the governors should seek to:

- ensure the data produced by tracking is used to set pupil targets;
- ensure there is a careful match of pupil tasks to learning objectives;
- ensure teachers' marking promotes learning in Religious Education.

The Catholic Life of the School

Leadership and Management

Grade: 2

The leadership and management of the Catholic life of the school is good. Leaders have a clear vision and good plans for improvement. The headteacher has shown good leadership in promoting improvement since the last inspection

and in ensuring the school provides high quality care for its pupils. The school team work well together to support the Catholic life of the school. They have a shared vision and values which they use to promote the pupils' spiritual and moral development. The Catholic life of the school is monitored informally by the headteacher and governors using observation and discussion. Governors see the Catholic development of the school as a high priority and positively support the headteacher in this role. Leaders support the work of chaplaincy well which enriches the spiritual and cultural life of the school. The school has well developed links to the parishes it serves and to the local community.

Collective Worship

Grade: 2

Collective Worship in the school is good. There is an established pattern of Collective Worship which includes a range of formal and informal opportunities for staff and pupils to engage in prayer. Acts of Collective Worship are age appropriate. The pupils respond reverently and are able to vocalise their own prayer opportunities with confidence. Some pupils are involved in preparing and leading Acts of Worship, through liturgical dance or readings. Pupils are happy to play a full part in Parish Mass. Staff training and better resources have improved the variety of prayer opportunities. Collective Worship makes a good contribution to pupils' spiritual and moral development. Pupils are able to talk about how they feel when they pray and why it is important to them.

School's contribution to the promotion of Community Cohesion

Grade: 2

The school makes a good contribution to the promotion of community cohesion. Parents and visitors talk about the school's openness as a strength and comment on the fact that all staff are warm and friendly with everyone. There is an outstanding effort to include everyone and to celebrate and value uniqueness. This is shown in the number of pupils who attend St Pius and thrive, after more difficult times in other settings. Within the school pupils know they are cared for and need to care for each other. They work well together and support each other through buddy and mediator schemes. The school population is entirely White British and because of this the school makes a good effort to include in the curriculum time to celebrate other cultures and religions, such as Judaism and Islam. These experiences and the school's international links result in pupils demonstrating good knowledge and talking respectfully about other beliefs and customs. The school works well with local schools, including the secondary and special schools, to provide extended school activities which enable pupils to access wider opportunities. The school has an outstanding commitment to serving the common good demonstrated by encouraging and supporting, parental education, the local credit union, various charities, links with the special school, and involvement in all the parishes it serves. Curriculum Religious Education and Collective Worship make a good contribution to community

cohesion by raising understanding of what pupils can do to help others and encouraging respect and tolerance.

Curriculum Religious Education

Achievements and standards in Religious Education

Grade: 3

Overall achievement and standards in Religious Education are satisfactory. Given their low attainment on entry pupils are making good progress. Although standards in Religious Education are satisfactory they do show an improving trend. Pupils in Foundation Stage make good progress and are able to talk about religion and reflect on it. By the end of Key Stage 1 pupils make good progress and this is shown in improving numbers of pupils achieving level 2 assessments this year. Attainment in Religious Education at this Key Stage is satisfactory. In Key Stage 2 progress overall is good but there is variability in rates of progress throughout the key stage. Assessment data shows a growing number of pupils are achieving level 4 by the end of Key Stage 2. There is as yet no use of pupil data to set targets for pupils in Religious Education. There is appropriate coverage of both attainment targets and the significant number of pupils with learning difficulties make good progress due to the level of differentiation and support.

Quality of Provision for Religious Education, Teaching and Learning

Grade: 2

The provision for teaching and learning is good overall. A variety of teaching and learning strategies are used which ensures all types of learner are interested. Lessons are well planned and effective systems of assessment, moderation and monitoring are in place. Staff work well as a team to ensure the high levels of differentiated tasks necessary in these mixed age classes are available to pupils. Teaching is best where pupil tasks are carefully set to match pupil learning objectives and where teachers' marking promotes further learning in Religious Education but this is not yet consistent throughout the school. The school has an established system of tracking pupil progress in Religious Education but this data is not yet used to produce learning targets for the pupils. Pupils with special educational needs are well catered for with additional adult support and differentiated tasks. More able pupils are set challenging tasks. Parents are kept well informed about their children's learning and progress in Religious Education through newsletters, open evenings and reports.

Effectiveness of Meeting Learners' needs and interests

Grade: 2

The Religious Education curriculum is good overall. The curriculum meets the needs of the pupils well by using well differentiated tasks to accommodate the mixed ages and abilities in each class. A variety of learning strategies and good use of ICT ensures the pupils enjoy their Religious Education lessons. Pupils talk

clearly about their enjoyment and are able to give examples of things they have learned in Religious Education. The pupils say they enjoy visitors and visits which help them understand different cultures and beliefs. The pupils are able to collaborate well with each other. Adjustments since the last inspection ensure the curriculum meets the requirements of the Bishops' Conference. All classes devote 10% of curriculum time to Religious Education and there are plans to ensure more in depth work. Pupils demonstrate that Religious Education has a positive impact on their spiritual and moral development.

Leadership and Management of Religious Education

Grade: 2

The leadership and management of Religious Education are good. Staff are well supported and there is a shared view about how standards are to be raised which is outlined in the school development plan. Performance in Religious Education is carefully monitored. There are effective systems of planning, assessment and moderation. Pupil progress is carefully tracked but the data produced is not yet used to produce pupil targets for improvement. The quality training received by staff and improved resources are raising standards and data clearly demonstrates this. The school acknowledges the need to ensure that learning tasks are carefully matched to learning objectives and that teachers' marking promotes learning in Religious Education. The school has a very inclusive atmosphere and prompt action is taken to tackle any discrimination. Good efforts are made to ensure all pupils are given equal opportunities. The governors discharge their responsibilities well and demonstrate a good knowledge of the school's strengths and areas of development.

SUMMARY INSPECTION JUDGEMENTS

Key to judgements: Grade 1 - Outstanding Grade 2 - Good Grade 3 – Satisfactory Grade 4 - Unsatisfactory	School Overall	16-19
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The Catholic Life of the School

The effectiveness of leadership and management in developing the Catholic life of the school	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education;	2	
The quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school;	2	
How effectively leadership at all levels in the school promotes learners' spiritual and moral development;	2	
How effectively the Catholic life of the school is monitored and evaluated;	2	
How well the governing body fulfils its role in relation to the school's Catholic foundation;	2	
How effectively leaders promote and facilitate the work of chaplaincy;	2	
How effectively leadership at all levels and the school promotes partnership with parish community and wider community.	2	
The quality of Collective Worship	2	
The frequency and quality of the provision for prayer, Collective Worship and the liturgical life of the school;	2	
Learners' response to the school's provision;	2	
How well Collective Worship contributes to the spiritual and moral development of the learners.	2	
How effectively the school/college promotes Community Cohesion	2	
The school as a community with common, inclusive values, where differences and similarities are recognised and valued;	1	
The quality of provision for engagement, dialogue and collaboration with groups and individuals within/beyond the school;	2	
The school's commitment to serving the common good;	1	
The contribution of curriculum Religious Education to promoting Community Cohesion;	2	
The contribution of the school's Collective Worship in promoting Community Cohesion.	2	

Curriculum Religious Education

How well do learners achieve?	3	
The standard of learners' work;	3	
Learners' success in achieving challenging targets, with trends over time and any significant variations between groups of learners;	3	
Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners.	2	
The effectiveness of teaching and learning	2	
How well teaching is used to meet learners' needs and curriculum requirements;	2	

The suitability and rigour and assessment in planning, monitoring and informing;	2	
The identification of, and provision for, additional learning needs;	2	
The involvement of parents/carers in their children's learning and development.	2	
The effectiveness of the Religious Education curriculum in meeting the needs and interests of learners	2	
How well the curriculum matches learners' aspirations and potential, building on prior attainment and experience;	2	
How the Religious Education curriculum meets the requirements of the Bishops' Conference;	2	
How learners enjoy their work;	2	
How the curriculum in Religious Education contributes to the spiritual and moral development of the learners.	2	
The effectiveness of leadership and management in raising achievement and supporting all learners in Religious Education	2	
How well senior and subject leaders in Religious Education lead and support their staff;	2	
How performance in Religious Education is monitored and improved through quality assurance and self-assessment;	2	
The adequacy and suitability of staff to ensure that learners are well taught;	2	
The adequacy and suitability of the learning resources and accommodation, and how effectively and efficiently these are deployed to achieve high standards;	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their full potential;	2	
How well governors discharge their responsibilities.	2	

Overall Effectiveness

The overall effectiveness of the provision of Catholic education in meeting the needs of learners	2	
The overall effectiveness of the provision for the Catholic life of the school;	2	
The overall effectiveness of the provision for curriculum Religious Education;	2	
The effectiveness of any steps taken to ensure improvement since the last inspection;	2	
The capacity to make further improvements;	2	
The effectiveness of the school's self-evaluation.	2	

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Copies of the full report are available from the school.

Summary of Findings

The Overall Effectiveness of the provision of Catholic Education is Good.
Leadership and management of the Catholic Life of the school are Good.
The provision for Collective Worship is Good.
The school's contribution towards Community Cohesion is Good.
Achievements and standards in Religious Education are Satisfactory.
Teaching and Learning in Religious Education are Good.
The Religious Education curriculum in meeting learners' needs and interests is Good.
Leadership and management of Religious Education are Good.

The school's capacity to improve further is Good

In order to raise standards further the governors should seek to:

- ensure the data produced by tracking is used to set pupil targets;
- ensure there is a careful match of pupil tasks to learning objectives;
- ensure teachers' marking promotes learning in Religious Education.