

*Diocese of Hallam*

***INSPECTION OF RELIGIOUS EDUCATION***

*(Section 23 of the 1996 School Inspections Act)*

***St Catherine's Catholic Primary School  
Firshill Crescent  
Sheffield  
S4 7BX***

Inspection Date: 12<sup>th</sup> & 13<sup>th</sup> November 2001

Diocesan Inspector: Mr J.J. Burke

The inspection of the denominational character of St Catherine's Catholic Primary School was carried out under the direction of the Governors of the school in fulfillment of their obligations under the requirements of Canon Law (ref.804,806), Section 23 of the 1996 Inspection Act, Section 13 of the Education (Schools) Act 1992 and Sections 241 and 259 of the Education Act, 1993. This inspection was conducted according to the Handbook for the Inspection of Religious Education in the Diocese of Hallam.

The process of Inspection in the Diocese of Hallam has been developed to support and encourage each school community. It is hoped that this report will celebrate all that is positive and praiseworthy in St Catherine's Catholic Primary School and help promote sound development for the future.

---

A copy of this report may be obtained from the Governors of St Catherine's Catholic Primary School, Firshill Crescent, Sheffield, S4 7BX or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU.

## Introduction

### Basic Information about the School

NAME OF SCHOOL	St Catherine's Catholic Primary School
TYPE	Junior, Infant and Nursery.
STATUS	Voluntary Aided.
NUMBER ON ROLL	195 plus Nursery
AGE RANGE	3 – 11
GENDER OF PUPILS	Mixed.
CHAIR OF GOVERNORS	Mrs Y. Pine
HEADTEACHER	Mrs F. Rigby
ADDRESS	Firshill Crescent, Sheffield. S4 7BX
TELEPHONE NUMBER	0114 2421177
DATE OF INSPECTION	12 <sup>th</sup> , 13 <sup>th</sup> November 2001
DIOCESAN INSPECTOR	Mr J. J. Burke.

St Catherine's School was founded in 1876 and rebuilt on its present site in 1973. The nursery was added in 1976. The parish church of St Catherine is some distance away. The children come mainly from the surrounding area with a few families travelling from Rotherham. There are family links which go back some time and there is great loyalty to the school.

The present school was built in 1973 in an open plan design but in 1995 doors and walls were added to provide separate classrooms for each year group. Since September 2000 the Governing Body has committed itself to a building refurbishment and redecoration programme. Four class walls have been knocked down to provide carpeted quiet areas. The P.T.A. has committed itself to buying new furniture and some is already installed in Year 3 to Year 6 classrooms. Recent building work has remodelled an underused area into usable teaching and storage areas. In addition, the old Audio Visual room has been converted into an ICT suite. The school hall has also undergone extensive refurbishment. All the work has contributed greatly to the space and atmosphere of the school.

The school has two large tarmac play areas. There is a good, level playing field suitable as a games pitch and there are many other pleasant, grassy areas. Security fences and gates were recently erected around the school boundary. The main entrance has a security pad system. The school is relatively vandal free. There is a separate nursery building next to the main school.

The school is staffed with a headteacher, seven class teachers, two job-share teachers in the Nursery and a part-time (0.68) special needs teacher. Work in the school is greatly supported by two full time qualified nursery nurses, five full-time and one part-time support assistants.

The class groupings are as follows: -

Nursery	24 (am & pm)
Reception	17
Year 1	30
Year 2	30
Year 3	31
Year 4	27
Year 5	30
Year 6	30

Forty six percent of the children are baptised Catholics.

## **PART ONE**

### **ASPECTS of the SCHOOL as a CATHOLIC COMMUNITY**

#### **1. THE MISSION of the SCHOOL**

1.1 St Catherine's school is a strong Catholic Community.

1.2 The Mission Statement of the school is a spiritual and practical statement, which leads other documentation, is clearly displayed throughout school, is known and accessible and recently updated with plans to evaluate and review it.

1.3 The Mission Statement is supported with a range of other documentation including, the School Development Plan, the School Improvement Plan and a newly updated clear Admissions Policy. At a special merit Assembly each week, individual children who have lived out the 'Mission' are given a special mention.

1.4 Prayer plays a significant part in this school community, before and after lessons, at lunchtimes and during liturgies. Each classroom has a prayer wall and prayer table with standard prayers displayed in focal areas. Children are encouraged to pray. Care has been taken to prepare prayer schedules for each day and yearly events.

1.5 Parents are welcome in school and are invited to collective worship, parents evenings, trips and assemblies. Some parents have gone on liturgy training courses encouraged by the school and attended Holy Communion meetings .

1.6 Parents are kept very well informed through regular newsletters and there are many sources of information on Behaviour, Visits, Visitors, Attendance, Punctuality and Reporting as well as a Home School Agreement, a recently updated Prospectus and a Comments Box inside school for suggestions.

1.7 Parents and staff work hard to offer a variety of extra-curricular activities for Key Stage Two children such as rounders, football, drama and cross-stitch.

1.8 The school has developed a 'Buddies' programme whereby older children take care of younger and more vulnerable children especially at play times. The Rainbows programme operates in school.

1.9 The school supports CAFOD, Mission Together and the Hallam Diocesan Caring Service.

1.10 Parents, governors, staff and children are actively involved in supporting the school parish and global communities.

## **THE SCHOOL as a WORSHIPPING COMMUNITY**

2.1 Collective worship at St Catherine's meets statutory requirements. Collective worship encompasses prepared themes around the Church's seasons, 'Here I Am' topics, scripture foci, liturgies, various prayers, class, school and church masses and sacramental celebrations.

2.2 There is an excellent collective worship policy supported by a liturgy working group including staff and governors.

2.3 There is a collective worship termly planner, a liturgical planner, a format for Masses; all of which are monitored and evaluated. There is also an Assembly format and planner. During 'assemblies' there is always focus on the Word of God.

2.4 Staff, governors, the parish priest and especially the children are involved in collective worship.

## **SPIRITUAL and MORAL DEVELOPMENT**

### **3.1 Spiritual Development**

3.1a Spiritual development at St Catherine's school is very good.

3.1b The 'Here I Am' programme is well reflected in the children's work and knowledge. This emerged clearly from discussions with the children.

3.1c The strong focus on prayer, with planned liturgies, the example and commitment of staff, religious focal displays around school, create and encourage spiritual awareness in the children.

3.1d Children and staff show a deep personal reverence at prayer and liturgical celebration. Children are encouraged to illustrate personal experiences of a spiritual nature.

3.1e As an example of this, one year four child had, because of work in class, found out with her Dad about the lives of Saints and her own school saint, Saint Catherine, from an Internet website.

3.1f Parents expressed their happiness with the spiritual development of their children.

3.1g The development of a school policy on spiritual development will strengthen and sharpen the focus on spirituality. There is a good policy on personal relationships.

3.1h Consideration should be given to a Spiritual day for staff and an away Spiritual experience for the older children.

### **3.2 Moral Development**

3.2a The moral development of the children at St Catherine's is good.

3.2b Community togetherness and involvement, example and care from staff and curriculum knowledge on right and wrong encourage morality in the children.

3.2c Children tease out differences between right and wrong through their topics such as "Friends", and through scriptural explorations.

3.2d There are excellent policies on Anti-bullying, Behaviour, Discipline and Relationships. Children are listened to, advised and enabled to discuss moral issues in relation to themselves and others.

3.2e The creation of a moral development policy will benefit the school.

3.2f The parents are happy with the moral development of their children.

3.2g Extensive information for parents, good discipline and behaviour expectations in school and a Home School Agreement encourage the development of a positive morality amongst the children.

## **PART TWO**

### **CURRICULUM RELIGIOUS EDUCATION**

#### **4. Standards achieved by pupils.**

##### **4.1 Attainment and Progress**

4.1a Attainment ranges between satisfactory and good across the Key Stages. Where work is of a higher standard, greater care has been taken with differentiation and presentation.

4.1b The introduction of work books has resulted in better quality work, continuity and progression throughout the school.

4.1c Recent monitoring and evaluation of teaching, learning and pupil's work has highlighted areas for improvement and will eventually result in higher attainment and further progress.

4.1d The children generally show a good knowledge and understanding of the teachings, beliefs and values associated with their religious education programme. Many children said

they enjoyed the subject and finding out more about God and each other. The recent inclusion of a Sex Education programme throughout the school will enhance the curriculum and children's moral development.

4.1e From discussion and the content of their work it is clear that the children are developing the language of religions and faiths. Plans are in place to invite World Faith representatives into school in the near future.

4.1f Children's prayer skills are developing. They enjoy praying personal prayers aloud.

4.1g The children enjoy celebrations in liturgies, Masses, collective worship and assemblies. It is good to see how well they sing hymns with the help of a voluntary pianist, who is also a governor, with great encouragement from staff.

## **4.2 Attitudes to Learning**

4.2a The children at St Catherine's school show a good attitude to their work with an enthusiasm for learning. Children are generally motivated and confidently relate their own experiences about current topics.

4.2b The children are generally interested in writing down their ideas although there is a significant variation between classes and Key Stages in the amount of work produced. There is little incomplete work. The children complete more work where introduction to lessons are brief and focused.

4.2c Presentation has improved and content and quality will further improve with the collaborative updating of the present teaching and learning policy.

4.2d From discussion and observation it is obvious that children's independent thinking and learning is improving. This is shown by the children's willingness to engage in homework activities arising out of school topics.

## **5 Quality of Religious Education provided**

### **5.1 Teaching**

5.1a. Teaching ranges between satisfactory and excellent at Key Stage One and satisfactory and very good at Key Stage Two. The quality of religious education provided range between satisfactory and good across the school.

5.1b The quality of teaching and children's work has already improved and will benefit further from the recent lesson and work observation carried out by three staff members, with appropriate feedback.

5.1c The time given to religious education meets the requirements of the Bishops' Conference.

5.1d Staff acknowledge that the collaborative development of a “levels portfolio” of children’s work will improve teaching, attainment and progress.

5.1e The expert use of good quality resources in a Key Stage One class caused the children to gasp in wonderment. Good use is made of existing resources but increased expenditure on resources especially at Key Stage One will facilitate teaching and learning

5.1f Pupils are well managed and organised in their classrooms and on the playgrounds with good discipline, showing good behaviour and good manners.

## **5.2 Religious education curriculum and assessment**

5.2a The content of the religious education curriculum is balanced and broadly based offering excellent opportunities to all the children for the acquisition of knowledge and the promotion of understanding especially where the work relates to the children’s own experiences.

5.2b Staff plan carefully using the schedules afforded them. Planning is monitored at the beginning of each half term.

5.2c The curriculum meets Diocesan and National requirements as outlined in the Religious Education Curriculum Directory.

5.2d Assessment procedures have been collaboratively developed by staff. The process has been developed from the ‘flower petal’ model, to the ‘tick system’ model to one where children report on what they’ve achieved and found out. An A3 folded sheet is posted into the back of each workbook for the children to write into a candle diagram. This enables staff to plan future work.

5.2e There is a thorough, encouraging, comprehensive marking system used throughout the school.

5.2f Teaching, learning and work observations by three staff has resulted in suggestions as to how teaching and the content and presentation of work might be further improved.

## **6 MANAGEMENT OF RELIGIOUS EDUCATION**

### **6.1 Leadership and Management**

6.1a Four governors come into school regularly. Sub-committees have been set up recently. Three governors are working on the Liturgy planning group. Plans are being prepared for more involvement between senior management, subject-leaders and the Governing Body. There needs to be more interactive direct links with the content of the religious education as a core subject, how it is planned, taught and received by the children from the Governing Body.

6.1b The Governors' Annual Report to the parents should include a specific reference to religious education.

6.1c The school is extremely well led by the headteacher, who gives clear direction and support. There are many recently updated policies, a clear Mission Statement, a School Development Plan in which religious education has a high profile, a School Improvement Programme with detailed outlines of planned religious education developments. The headteacher offers an intelligent, caring approach to management.

6.1d The religious education co-ordinator leads this subject with great enthusiasm and insight into what needs to be done, and has done excellent work in improving a Mission Statement which is spiritual and practical. The co-ordinator plays a key role in the school as a member of the Senior Management Team and is involved in the monitoring and evaluation of religious education offering support and encouragement.

6.1e The special needs co-ordinator who has 17 years experience working with special needs children, is caring and enthusiastic.

6.1f There is general caring and enthusiasm among the staff. For their own professional and spiritual development they would benefit from an inservice training day devoted solely to a Religious/Spiritual theme and some could consider taking the Catholic Certificate in Religious Studies (CCRS).

6.1g Accommodation is generally good. Much alteration and redecoration work has resulted in open, fairly spacious classrooms in Key Stage Two. Plans are in place to improve the Key Stage One areas further.

6.1h The very many and very good religious themes and displays around school have made for a spiritually stimulating environment. The main hall is a welcoming, stimulating, spiritual area for collective worship.

6.1i There is a comprehensive audit of resources for religious education. The School Improvement Programme outlines details of proposals to box, label resources and build up the stock of music and artefacts. A cupboard in the main hall houses resources. However, the school needs more resources, especially at Key Stage One, in particular accessible beginner bibles and books about religious education themes.

6.1j Governors should increase the expenditure on religious education as a core subject.

## **PART THREE**

### **MAIN FINDINGS AND AREAS FOR FURTHER DEVELOPMENT**

#### **MAIN FINDINGS**

7.1 St Catherine's is a strong Catholic community. The Mission Statement of the school is spiritual, practical and accessible.

- 7.2 Collective worship, involving staff, governors, the parish priest and parents is very good, meets statutory requirements and is supported by the Liturgy Planning Group.
- 7.3 The spiritual development of the children is very good. The moral development of the children is good. Policies for moral and spiritual development need to be established.
- 7.4 Standards of attainment in the religious education curriculum range between satisfactory and good across both key stages. The progress children make range satisfactory and good.
- 7.5 Children's attitudes to learning are good, receptive with good knowledge and skills acquisition. Presentation and content of work will further improve after the collaborative development of an up to date policy on teaching and learning.
- 7.6 Teaching ranges between satisfactory and excellent at Key Stage One and satisfactory and very good at Key Stage Two. The quality of religious education provided ranges between satisfactory and good.
- 7.7 The 'Here I Am' programme is extensively used. Work is now completed in work books. The School Development Plan and School Improvement Plan have raised the profile of religious education in the school.
- 7.8 A portfolio with levels of children's work will improve teaching and attainment.
- 7.9 Pupils are managed well with good discipline throughout the school.
- 7.10 The religious education curriculum, content and planning are good. New assessment procedures, collaboratively developed are a good model and inform future planning. Workload are consistently marked.
- 7.11 Four governors are regularly involved in school, three on a liturgy planning group.
- 7.12 The school is extremely well led by a caring intelligent headteacher. The religious education co-ordinator plays a key role in the life of the school and does very good work in the promotion of religious education.
- 7.13 Accommodation is generally good with many recent improvements and governor/parent commitments to further improvements.
- 7.14 All key issues identified in the last Inspection Report have been addressed.

#### **AREAS FOR FURTHER DEVELOPMENT**

1. Celebrate the strong Catholic Community that is St Catherine's school.
2. Continue to further improve teaching and learning.

3. Improve resources, with increased expenditure, on religious education especially at Key Stage One.
4. Develop Governing Body links with the area of religious education.
5. Develop religious education In-service for school personnel.

## **CONCLUSION**

The Diocesan Inspector wishes to place on record his thanks for the kindness and co-operation shown by governors, parish priest, headteacher and all staff, parents and children during the inspection.

## **APPENDIX TWO: EVIDENCE BASE**

The programme of inspection included a visit, a pre-inspection visit to the school and two full days of inspection. As it took place at a different time from the OFSTED INSPECTION it did not include a formal meeting with parents. However 43 questionnaires were returned by parents.

Religious education teaching was observed in each of the seven classes and also in the Nursery unit. Three acts of collective worship were seen, a whole school, a Key Stage Two and a combined year one and two. The year six class had also organised a Class Mass.

Apart from three policies the whole range of Diocesan Primary School Pre-Inspection Documentation was available and read including the Mission Statement, the School Development Plan, the School Improvement Plan, the Prospectus and previous Section 13/23 reports and action plans.

There were interviews with the headteacher, the chair of governors, the parish priest and the religious education co-ordinator. There were informal talks with parents, staff, support and ancillary staff, the special needs co-ordinator and the children.

*Diocese of Hallam*

***INSPECTION OF RELIGIOUS EDUCATION***

*(Section 23 of the 1996 School Inspections Act)*

***SUMMARY REPORT***

***St Catherine's Catholic Primary School  
Firshill Crescent  
Sheffield  
S4 7BX***

Inspection Date: 12<sup>th</sup> & 13<sup>th</sup> November 2001

Diocesan Inspector Mr J.J. Burke

The inspection of the denominational character of St Catherine's Catholic Primary School was carried out under the direction of the Governors of the school in fulfillment of their obligations under the requirements of Canon Law (ref.804,806), Section 23 of the 1996 Inspection Act, Section 13 of the Education (Schools) Act 1992 and Sections 241 and 259 of the Education Act, 1993. This inspection was conducted according to the Handbook for the Inspection of Religious Education in the Diocese of Hallam.

The process of Inspection in the Diocese of Hallam has been developed to support and encourage each school community. It is hoped that this report will

**DRAFT**

celebrate all that is positive and praiseworthy in St Catherine's Catholic Primary School and help promote sound development for the future.

## **Introduction**

### **Basic Information about the School**

NAME OF SCHOOL	St Catherine's Catholic Primary School
TYPE	Junior, Infant and Nursery.
STATUS	Voluntary Aided.
NUMBER ON ROLL	195 plus Nursery
AGE RANGE	3 – 11
GENDER OF PUPILS	Mixed.
CHAIR OF GOVERNORS	Mrs Y. Pine
HEADTEACHER	Mrs F. Rigby
ADDRESS	Firshill Crescent, Sheffield S4 7BX
TELEPHONE NUMBER	0114 2421177
DATE OF INSPECTION	12 <sup>th</sup> , 13 <sup>th</sup> November 2001
DIOCESAN INSPECTOR	Mr J. J. Burke.

St Catherine's School was founded in 1876 and rebuilt on its present site in 1973. The nursery was added in 1976. The parish church of St Catherine is some distance away. The children come mainly from the surrounding area with a few families travelling from Rotherham. There are family links which go back some time and there is great loyalty to the school.

The present school was built in 1973 in an open plan design but in 1995 doors and walls were added to provide separate classrooms for each year group. Since September 2000 the Governing Body has committed itself to a building refurbishment and redecoration programme. Four class walls have been knocked down to provide carpeted quiet areas. The P.T.A. has committed itself to buying new furniture and some is already installed in Year 3 to Year 6 classrooms. Recent building work has remodelled an underused area into usable teaching and storage areas. In addition, the old Audio Visual room has been converted into an ICT suite. The school hall

has also undergone extensive refurbishment. All the work has contributed greatly to the space and atmosphere of the school.

The school has two large tarmac play areas. There is a good, level playing field suitable as a games pitch and there are many other pleasant, grassy areas. Security fences and gates were recently erected around the school boundary. The main entrance has a security pad system. The school is relatively vandal free. There is a separate nursery building next to the main school.

The school is staffed with a headteacher, seven class teachers, two job-share teachers in the Nursery and a part-time (0.68) special needs teacher. Work in the school is greatly supported by two full time qualified nursery nurses, five full-time and one part-time support assistants.

The class groupings are as follows: -

Nursery	24 (am & pm)
Reception	17
Year 1	30
Year 2	30
Year 3	31
Year 4	27
Year 5	30
Year 6	30

Forty six percent of the children are baptised Catholics.

### **The major strengths in religious education, collective worship and the spiritual and moral development of children in the school.**

1. The school is a strong Catholic community.
2. The staff are enthusiastic, committed and caring.
3. There are very good teacher-pupil relationships.
4. Collective worship is very good with excellent teaching and good learning.

### **How the school has improved since the last inspection.**

1. Teaching and learning has improved.
2. Planning, recording and assessment have improved.

3. Written work has improved.
4. More information has been made available to parents.
5. Reporting to parents has improved.
6. The teaching-time allocation is now appropriate.

### **How parents view the religious education, collective worship and spiritual and moral development of their children.**

1. Parents see the religious education of their children as very good.
2. Collective worship is considered very good by parents.
3. Parents enjoy the welcoming atmosphere of the school.
4. Parents value the spiritual and moral development their children receive in school.

### **Areas for improvement following the inspection.**

1. Continue to further improve teaching and learning.
2. Improve resources especially at Key Stage One.
3. Develop Governing Body links for the subject.
4. Develop Religious Education In-service for Personnel.
5. Raise Religious Education expenditure.
6. Policies for Spiritual and Moral development need to be established.
7. Levelled portfolios of work will improve teaching and attainment.

### **CONCLUSION**

The Diocesan Inspector wishes to place on record his thanks for the kindness and co-operation shown by governors, parish priest, headteacher and all staff, parents and children during the inspection.

A copy of this report may be obtained from the Governors of St Catherine's Catholic Primary School, Firshill Crescent, Sheffield, S4 7BX or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU.