

**SALFORD DIOCESE
INSPECTION REPORT**



**SS. OSMUND AND ANDREW
ROMAN CATHOLIC PRIMARY SCHOOL
Bolton**

Inspection date April 2006
 Reporting Inspector Mrs. J. Schofield
 Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary
 Age range of pupils 3-11
 Number on roll 380
 Appropriate authority The governing body
 Chair of Governors Mr. E. R. Hill
 Headteacher Mr. J. M. Thorpe
 Religious Education Co-ordinator Miss. A. O'Carroll
 Date of previous inspection December 2000

The Inspection judgements are:	Grade	
Overall effectiveness of the school	2	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	1	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	2	
<i>The following pages provide reasons to support these judgements</i>		

CHARACTERISTICS OF THE SCHOOL

SS. Osmund and Andrew is a voluntary aided Roman Catholic primary school serving the parish of St Osmund in Bolton. The school opened in September 2003 following the amalgamation of two former Catholic primary schools. Situated on two sites, approximately one mile apart, the school draws its pupils from a wide variety of socio-economic backgrounds with high incidence of fragmented families and unemployment. Parents send their children to the site nearest to their home. The age range of learners across the two sites is from 3 to 11 years. The school's admission number is 50. There are currently 380 learners on roll of whom 304 are baptised Catholics. No pupils have been withdrawn from collective worship or curriculum Religious Education. The proportion of pupils eligible for free school meals is 20% which is above the national average. The school has identified 72 pupils as having special educational needs and 6 pupils have a statutory statement of special educational need. There are 14 full time teaching staff and 2 part time staff of whom 12 (75%) are of the Catholic faith.

OVERALL EFFECTIVENESS OF THE SCHOOL

The overall effectiveness of the school is good. The warm welcoming atmosphere within the school creates a caring ethos and environment in which all members of the community are valued. Provision to support pupils' spiritual, moral, social and cultural development is good. The Religious Education curriculum is generally well planned and monitored. Assemblies of outstanding quality support the Religious Education curriculum. Overall the teaching of Religious Education ranges from good to outstanding. Pupils are well motivated, interested in their work and behave well. From Foundation Stage to the end of Key Stage 2 pupils make good progress. The governors and headteacher have a clear understanding of the strengths and weaknesses of the school.

Improvement since the last inspection

Following the last Section 23 inspection in December 2000 the school has addressed in full all of the issues identified in the inspection report. Written policies for prayer and worship have been reviewed setting out clear guidance for all staff. Appropriate funding has enabled the purchase of extra resources to support the Religious Education curriculum and prayer and worship. The adoption of the diocesan scheme "World Faiths" ensures a systematic development of learners' awareness of other faiths and cultures.

Capacity to improve

The school's self-evaluation is accurate. Awareness of the school's strengths and weaknesses means that identified priorities are already clearly noted in the School Development Plan. The headteacher and senior management team are committed to the continuing development of the Catholicity of the school through effective monitoring of the curriculum and prayer and worship. The school's capacity to improve is judged to be good.

What the school should do to improve further

- Raise teachers' expectations of pupils with regard to the presentation of written work in Key Stage 2.
- Adopt a common format which will enable teachers to incorporate assessment opportunities and evaluations into their lesson planning.
- Establish a system to enable the co-ordinator to monitor effectively the quality of teaching and pupils' learning in Religious Education.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school is outstanding. The Mission Statement is reflected in all aspects of the school's life and work. The governing body is well informed about the Catholic life of the school and curriculum Religious Education through headteacher reports and visits to the school. The chair of governors meets weekly with the headteacher sharing a vision for the ongoing development of the school when relocated to its new site. The parish priest is a regular and welcome visitor to the school. He is committed and fully involved in the school's religious life and in pupils' participation in the Sacramental Programme. Leadership at all levels endeavours to promote a caring, inclusive ethos and the spiritual and moral development of both staff and pupils. With the emphasis on Religious Education as a core subject it is given priority in the School Development Plan. Parents are seen as partners in all aspects of their children's development and invited to share in assemblies and celebrations including school Masses. The school maintains good links with the Salford Diocesan advisers and the Religious Education co-ordinator attends all relevant training, feeding back to staff when appropriate.

THE QUALITY OF COLLECTIVE WORSHIP

Provision for collective worship in the school is outstanding. Prayer and worship are carefully planned, organised, celebrated and recorded. This ensures that a range of meaningful opportunities for worship and reflection is a regular and integral part of the pupils' prayer life. During inspection a whole school assembly attended by many parents was presented by Year 1 pupils on the St Andrew's site. The class entered carrying palms and introduced their assembly to the school and the many parents present. Through simple role play the pupils enacted many of the traditional Easter customs such as the giving of eggs, Easter bonnets and hot cross buns. They reminded us that the cross on the buns symbolises the cross of Christ. The assembly continued as individual children related the events from Palm Sunday to Easter Sunday. The young pupils then led simple prayers. All pupils present joined in the joyful singing of appropriate hymns. In other assemblies observed when the focus was the coming events of Holy Week children prayed with reverence and respect during the opportunities for quiet reflection and personal prayer. The parish church is situated adjacent to St. Osmund's site but some distance from St. Andrew's. This means that opportunities for the celebration of Mass in church, for the whole school community together, are presently limited. However on Holy Days and special feasts the parish priest usually goes to celebrate Mass with the school community based on St. Andrew's site. The school plays a leading role in the parish Sacramental Programme.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good with some outstanding features. On entry to the Nursery attainment of pupils is often below average. In Foundation Stage and Key Stage 1 pupils make good progress. By the end of Key Stage 2 progress is good. At the end of both Key Stages standards are in line with those expected in the diocesan programme of work. In the lessons observed pupils were able to build on prior knowledge and attainment. Key Stage 1 learners demonstrated an appreciation and understanding of the story of the suffering and death of Jesus. In the following discussion they showed a developing empathy with the main characters. In considering the need for reconciliation the older pupils recognised that not only their actions but often their attitudes could be hurtful. In small groups they were not afraid to admit fault and accept responsibility. They showed mature attitudes recognising that negative feeling needed to become positive in order to effect reconciliation. Aware of the beliefs and values of their faith they are able to relate them to their own experience and lives. From early Key Stage 1 pupils begin to write simple pieces of independent work. By the end of Key Stage 2 their independent writing is good and usually well presented. They are encouraged to record their work in a variety of forms including narrative, poems, prayers and letters. However there are some classes in Key Stage 2 where the quantity and quality of pupils' written work is below the expected standard for their age. This indicates low expectations on the part of some teachers and is an issue which should now be addressed by the school. Pupils are aware of the needs of others and give generously to a number of local and world wide charities.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The overall quality of teaching and learning is judged to be outstanding. Lesson planning is monitored by the Religious Education co-ordinator. As yet there is no common format for planning and evaluation of lessons is not always evident. In order to raise standards further the school is encouraged to adopt a common format which will enable teachers to incorporate assessment opportunities and evaluations into their lesson planning. Assessment tasks from *REvision 2000* are completed and recorded. The school has taken on board assessment material published by the diocese and is beginning to level the pupils' work. Classrooms are stimulating learning environments with colourful displays. Teachers use a wide variety of interactive teaching strategies to encourage and support learning. Quality resources are in use to help create interest and enjoyment in the classroom. Teachers have a good command of subject knowledge. Praise and encouragement are strong features in lessons resulting in learners making good progress and achieving well. Support staff are used to good effect in the classrooms. In the lessons observed pupils were well behaved and their attitude to learning was good. They listened attentively, responded with enthusiasm and used appropriate religious vocabulary in their own questions. In group discussions they listened and learned from the views of others and settled quickly to given tasks.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The curriculum for Religious Education is good. The school follows the Salford guidelines *REvision 2000*. Time allocated to Religious Education lessons is 10% and in line with national and diocesan requirements. Teachers' planning clearly indicates that learners from both sites who are in the same year group are receiving the same Religious Education curriculum. Lessons are currently planned on a half termly basis. The format used does not always offer sufficient information regarding planned activities, resources, assessment or evaluation. The school should seek a common planning format to address this issue. Masses, assemblies and liturgical celebrations have a positive impact in supporting and extending the Religious Education curriculum at the school. The school, supported by the parish priest plays a leading role in the preparation of pupils for the Sacramental Programme.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The school has assessed the leadership and management of Religious Education as good. Inspection evidence gathered indicates this assessment to be accurate. The headteacher's reports to the governors ensure they are kept well informed of Religious Education matters. There is regular governor attendance at assemblies and celebrations. The parish priest is a welcome visitor to both sites, participates in Religious lessons and meets regularly with the Religious Education coordinator. Since the last inspection the coordinator, together with the staff, has been instrumental in reviewing all documentation supporting Religious Education. She has a comprehensive job description which recognises the importance of Religious Education as a core subject affecting the life of this Catholic school. She assesses staff needs and draws up an annual action plan which feeds into the School Development Plan. Her attendance at diocesan courses allows her to feed back to staff at meetings. At present her monitoring role extends only to teachers' planning and pupils' workbooks. There is now a need to establish a system to enable the co-ordinator to monitor effectively the quality of teaching and pupils' learning in Religious Education.